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ABSTRACT

This resource guide provides practical advice, materials, and strategies designed to overcome the barriers that have interfered with successful placement of persons with disabilities in the workplace, especially women and girls. It is designed for use by educators interested in improving career preparation of students with disabilities. Section 1 looks at barriers that have created a "separateness" between students with disabilities and their nondisabled peers. Strategies for overcoming those barriers are included. Section 2 provides basic information about the rehabilitation system, disability-related laws, and issues affecting the school-to-work transition of students with disabilities. Section 3 looks at the development of positive self-image and self-confidence through role model identification and group support. Section 4 includes information regarding career preparation and workplace realities for students, educators, parents, and employers. It describes tools, training, and support necessary to enhance the school-to-work transition for students with disabilities. Section 5 outlines a variety of resources available for working with persons with disabilities: a glossary of disability-related terms; a list of vendors of information to assist in the inclusion and advancement of students with disabilities; and lists of providers of independent living aids, adaptive resources, agencies, support groups, and technical assistance centers specific to New York State. Bibliographies contain 113 print and 15 media resources. (YLB)

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Strengthening the
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A Guide for Educators

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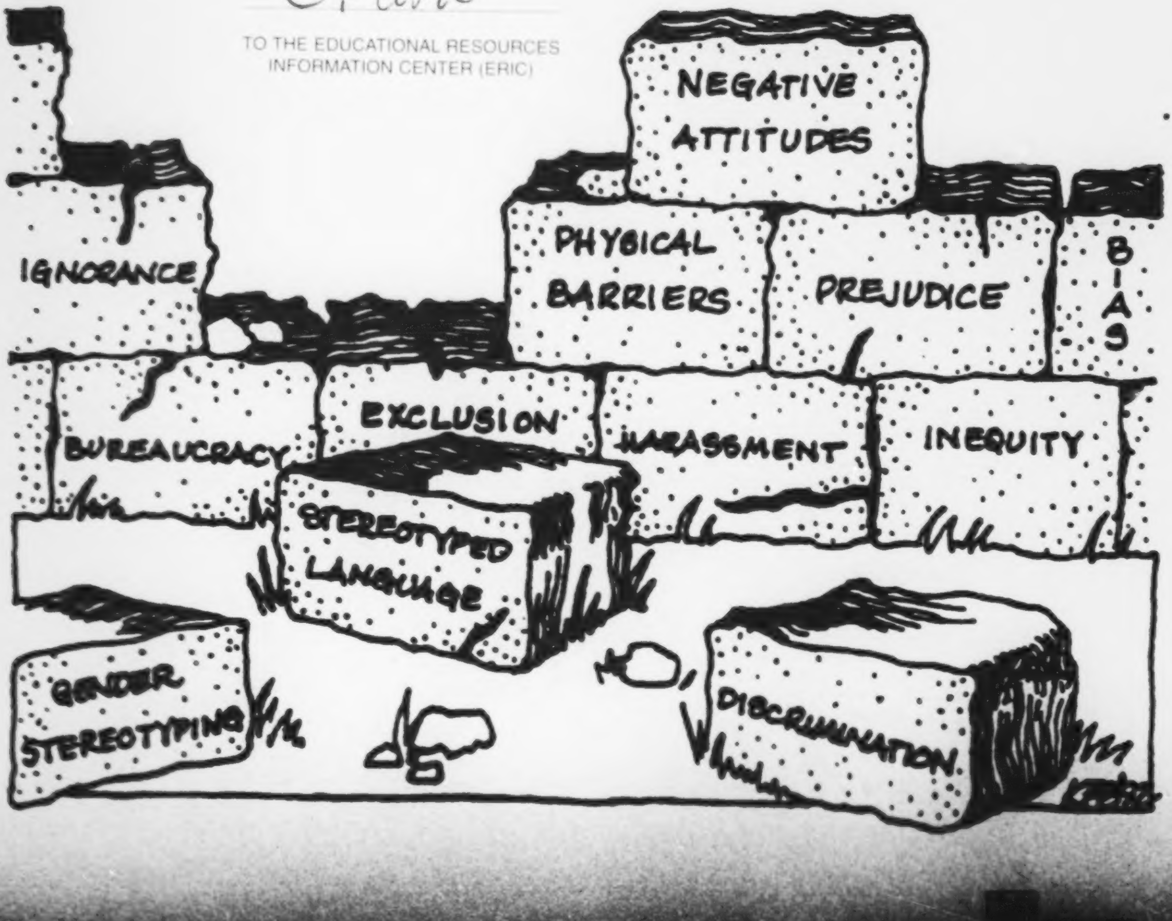
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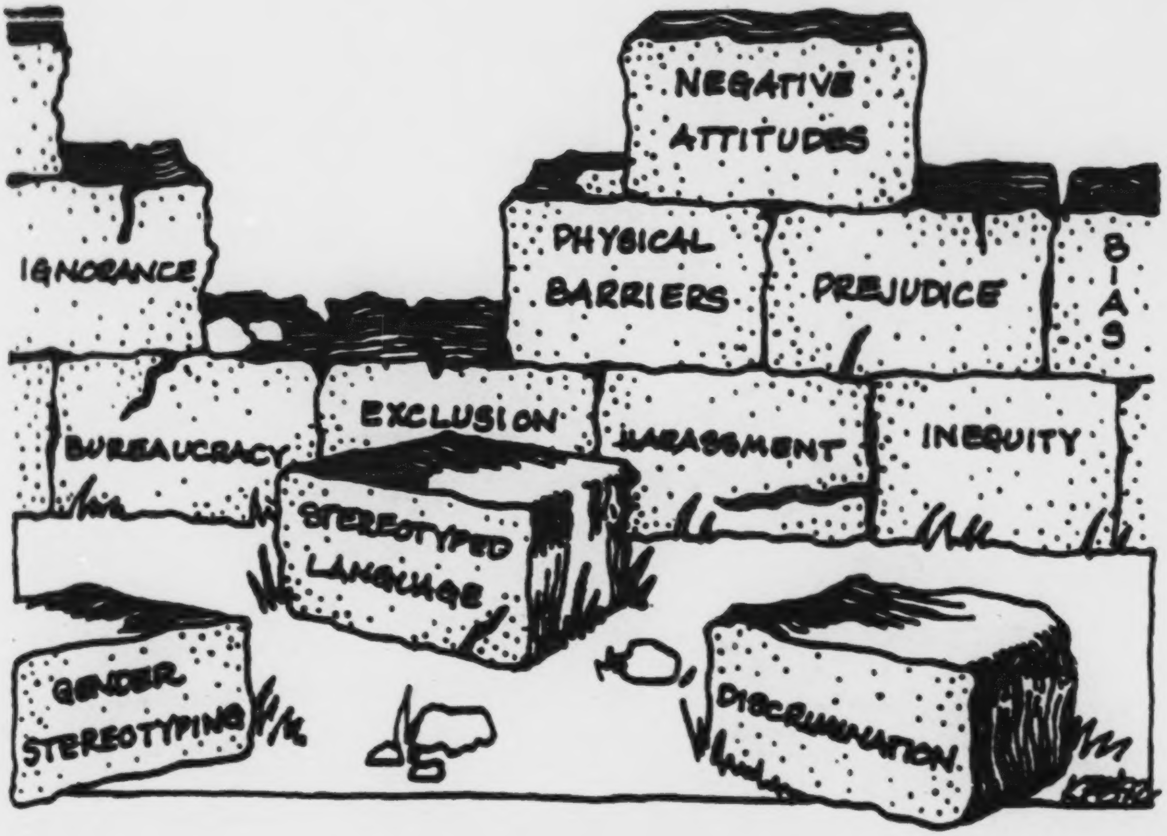
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Strengthening the School-to-Work Transition for Students with Disabilities

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The last section of this Guide is for your personal use, to jot down notes and strategies as you read or review the sections which are relevant to your work.

Please complete the evaluation form which is found at the end of the Guide and return it to:

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Your feedback will be used to make revisions in future printings. Your comments will also provide us with ideas for other publications. Thank you for your assistance; we hope you find this book enlightening and useful.

Strengthening the School-to-Work Transition for Students with Disabilities

INTRODUCTION

The 1990's have brought about remarkable and much needed changes in the legislation affecting persons with disabilities. These changes began in July 1990, when President George Bush signed the Americans with Disabilities Act into law. This landmark civil rights legislation requires systemic, programmatic, and social change which will allow more than 43 million persons with disabilities equal access to, and opportunities to participate in, all aspects of community and work life.

In 1992, the laws affecting the education of children with disabilities were radically altered with the introduction of IDEA (Individuals with Disabilities Education Act.) This legislation more clearly delineates which children are entitled to special services and in what environments those children should be taught. It also requires periodic re-assessment of their needs to determine whether they are receiving the most appropriate educational opportunities. The Americans with Disabilities Act and the Individuals with Disabilities Education Act clearly require that persons with disabilities should have equal opportunities and inclusive treatment.

This move toward inclusion was advanced when President Bill Clinton introduced the Goals 2000 Educate America Act. This law calls for dramatic changes in the way that all children are educated. It requires:

- Introduction of strategies to create a stronger link between education and employment
- More involvement of parents in the educational choices that their children are making
- Establishment of partnerships between schools, governments (local, state, and national), parents, educators, community groups, business/labor leaders, and students in order to increase the employment potential of all American students

- Establishment of higher standards for American students so that they will be more knowledgeable about and competitive according to world standards.

The School-to-Work Opportunities Act of 1993 provides further guidelines on how this dramatic change in the education of American students can and should take place. This Act requires that all students be exposed to school-based learning that promotes career exploration and the identification of a career major, no later than the 11th grade. It further requires that all students have workplace exposure through job training, job shadowing, and/or actual work experience. These experiences should lead to the accomplishment and receipt of a high school diploma and to further training in a chosen career field.

Strengthening the School-to-Work Transition for Students with Disabilities integrates the philosophy and intent of this recent legislation, taking a proactive and realistic approach to meeting both individual and workplace needs in the 21st century. It provides practical advice, materials, and strategies designed to overcome the barriers that have interfered with successful placement of persons with disabilities in the workplace.

This resource guide is designed specifically for use by educators who are interested in improving career preparation of students with disabilities. Readers will have an opportunity to:

- Examine disability-related issues, stereotypes, and barriers which often discourage students with disabilities from vocational preparation, higher education programs, and the competitive job market.

- Review some basic information about the rehabilitation system and disability-related laws.

- Learn about a wide variety of resources and strategies to assist in the career development of students with disabilities.

- Use some of the recommended activities and handouts included in this guide to raise awareness of students, parents, and/or employers. These pages are printed on white paper so that they can be reproduced easily.

- Develop their own proactive approach to working with students with disabilities-- one based on individual abilities, rather than on physical limitations.

Overall, this guide emphasizes an inclusive approach which begins early and considers the "special needs" of students with disabilities within an atmosphere of acceptance, opportunity, and encouragement. It urges educators involved with these students to take a proactive role in their career preparation. Most importantly, the guide contains information and activities that encourage development of self-determination and self-advocacy in the students themselves.

Although the unemployment rate for persons with disabilities was a shocking 69% in 1994, career prospects for our students with disabilities have greatly improved over the last dozen years:

- Developments in assistive technology and adaptive aids now make it easier for persons with disabilities to work efficiently along side of nondisabled workers.

- Many new high-tech jobs are particularly suitable for skilled workers who have physical limitations.

- Passage of the Americans with Disabilities Act (ADA) in 1990 has paved the way for increased access to employment, transportation, and telecommunications, and the services of virtually all public agencies and programs.

- Physical and attitudinal barriers which unnecessarily limit opportunity for persons with disabilities are receiving more public attention than ever before.

To make the most of these positive developments, new strategies and resources are needed to help both educators and students achieve success. We hope that this guide will provide a useful first-step as readers re-evaluate their career preparation of students with disabilities.

IDENTIFYING AND OVERCOMING THE BARRIERS

Full inclusion of persons with disabilities into all aspects of our schools depends on the depth of our commitment to identify and remove a number of barriers. In addition to the obvious barriers outlined in the Americans with Disabilities Act, there are social and attitudinal barriers which usually require more creativity than funding to remove.

ARCHITECTURAL BARRIERS

Each building must be made accessible by providing ramped access and widened doorways. This physical accessibility also includes accessible bathrooms, libraries, and laboratories. Ideally a building should have an elevator to provide access to all floors. When this is not possible, programs, services, and activities must be moved either to the first floor or to a location that is accessible if a person who has a physical disability wishes to access said programs, services, and activities. All signs need to be adapted into braille and large print. (See the Accessibility Checklist located at the end of this section for further details.)

COMMUNICATION BARRIERS

Auxiliary aids and services should be provided to any person with a hearing, vision, or speech disability.

- All written materials need to be made available in alternative mediums. The most frequently requested mediums are: audio cassette, ascii diskette, large print, or braille. If the person with a visual impairment is already identified, it is best to inquire about individual preferences.

- Sign language interpreters and TTD's need to be made available for persons who are hearing impaired.

- Providers of programs and services may need to be sensitized to the needs of persons with speech disabilities. Their communication may require greater concentration or take longer. Patience is essential. (See

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Accessibility Checklist in this section and the information on assistive devices in the Resource Section.)

SOCIAL BARRIERS

Students with disabilities frequently must spend time in a resource room or special education classroom in order to get the assistance needed to complete assignments. This time spent in a location specifically set up to meet their "special needs" may remove these students from opportunities for social interactions with their nondisabled peers (clubs, special events, etc.). Students who rely on special transportation arrangements may also find it very difficult to participate in these extracurricular activities. The scheduling of these activities must be adjusted if a student with a disability is interested in participating in them. Field trips and class outings must be planned by taking any special needs into consideration. (See Accessibility Checklist in this section.)

ATTITUDINAL BARRIERS

Perhaps the most difficult barrier to address is attitudinal--our underlying stereotypes and expectations about individuals with disabilities. This barrier is often very subtle, and involves everyone to some degree, including even the students with disabilities and their parents/guardians. The best way to overcome this barrier is to promote disability awareness and sensitivity training for all staff and students. Encourage visitors to your school who represent a variety of different disabilities and perform a variety of jobs. Insist that all staff and students use appropriate language in their speech and written materials. (See further information about language and attitudes in this section.)

ADDITIONAL BARRIERS FOR GIRLS AND WOMEN WITH DISABILITIES

"It has been found that vocational tracking occurs both on the basis of disability and on the basis of sex. Women with disabilities tend to receive occupational counseling that channels them into low paying 'sit-down' professions, such as typist, bookkeeper, or speech therapist, rather than encouragement toward other 'sit-down', but higher paying professions requiring higher education, such as computer programmer, scientist, or lawyer." (**Building Community**, Educational Equity Concepts, New York, 1992, P.90.)

All young people with disabilities face significant barriers to academic and vocational success. Research findings suggest, however, that women with disabilities encounter more negative stereotypes and lower expectations than men with similar disabilities. Significant gender differences are found when we look at patterns of educational outcomes, employment, and earnings.

Most women with disabilities, like their nondisabled peers, will need to be able to support themselves and their families, or to augment the family income. In fact, women with disabilities are even less likely than other women to be supported by a husband's salary. Women with disabilities are more likely to remain unmarried, or marry later, and more likely to be divorced.

Most women with disabilities complete high school and endeavor to pursue either vocational training or higher education. Even those women who complete their higher education, however, often face physical and attitudinal barriers when applying for jobs.

Women with disabilities have higher unemployment rates and lower income than men with disabilities. Women still frequently choose, or are channeled into, careers which provide only part-time work and have low and/or substandard salaries. Women of color and those with disabilities remain at the lowest end of the spectrum.

Young women with disabilities, like their nondisabled peers, need encouragement and support to pursue the academic fields which require mathematics, science, and engineering skills. All young women, and particularly women with disabilities, can benefit from technical preparation that prepares them to compete for high-paying jobs in today's technology-based workplace. Because these courses and professions have traditionally been filled by males, everyone, parents and educators alike, must make a special effort to encourage and support young women to follow this road to economic self-sufficiency.

Many of the appropriate interventions for students with disabilities are low cost and high yield. To begin, all of us (educators, parents, employers, and the students themselves) can review and renew our personal and institutional attitudes towards career preparation of students with disabilities.

DEVELOPING THE SOCIAL AND POLITICAL VOICE OF PERSONS WITH DISABILITIES IN THE UNITED STATES

Former Congressman Tony Coelho (D-CA), who himself has a disability, spoke in support of the passage of the Americans with Disabilities Act by saying, "For too long, the disabled have been victims of 'out of sight, out of mind' thinking. Americans have allowed their squeamishness toward the disabled, and their feelings of hostility toward them, to perpetuate a gigantic and wasteful injustice. By precluding disabled persons from productive work, this country is shouldering a huge economic burden: after all, dependency is expensive.

"Dependency increases the costs of entitlements, lowers our gross national product, and reduces revenues to the federal government. While the charity model once represented a step forward in the treatment of persons with disabilities, in today's society it does all of us a great disservice. It is time to stop the excuses and strip off the veneer of good intentions. No more of this benign Big Brother attitude. People with disabilities want to work. Disabled does not mean unable. The disabled want to be productive, self supporting and tax paying participants in society. The Americans with Disabilities Act grants us that dignity and that right." (President's Committee on Employment of People with Disabilities, Fall 1990)

HISTORICAL OVERVIEW*

COLONIAL AMERICA

Life in the Colonies was physically very demanding, and the early colonists were expected to be able to take care of themselves. The Colonies tried to prevent immigration of people who could not support themselves. People with

*SOURCE: Adapted from **No Pity: People with Disabilities Forging a New Civil Rights Movement,** by Joseph P. Shapiro. With supplemental information from **The Week the World Heard Gallaudet,** by Jack R. Gannon. (See Section I, page 13.)

physical or mental disabilities could be forced to return to England if they were not able to support themselves.

THE NEW NATION

The Continental Congress assumed a role in helping the states care for their residents with disabilities by voting to pay for up to 50% of pensions of soldiers disabled in the Revolution. This commitment was expanded in 1798 when a system of marine hospitals was established for sailors who were sick or had disabilities. (This service eventually evolved into the Public Health Service and its 1922 spin-off, the Veterans Administration hospitals.) In the early years of the nation, the few historical records of people with disabilities suggest that many were able to fit easily into society as long as they could care for themselves and contribute to the community.

EARLY-MID 1800'S

During the early and mid 1800's, as the population became industrialized and urbanized, many people with disabilities were institutionalized in local almshouses. These overcrowded facilities also housed the homeless, orphaned children, criminals, and the mentally ill. At the insistence of reformers like Dorothea Dix, the states began to take over these institutions in the 1840's, setting up specialized facilities for the different groups. She believed that when given special care, they would be educable. In 1854, Congress voted to provide federal funds for facilities for "the deaf, dumb, and blind and mentally ill," but President Franklin Pierce refused to sign the legislation, stating that care of persons with disabilities was not a federal issue. (Shapiro 1993)

Throughout this period, doctors and educators working with the blind and deaf were beginning to understand that people with disabilities can be integrated into society. Reformers like Samuel Gridley Howe and Edward Minor Gallaudet established successful schools for the blind and deaf. Howe actually introduced an early form of "mainstreaming" by preparing blind youths to find work and live self-sufficiently in their own communities. His attempt to educate people with mental retardation was not as successful, and their schools became more custodial in the care they offered.

These disability specific schools allowed a number of people with disabilities to complete an education, and some were given jobs as teachers. Their primary responsibility was to teach other "handicapped people" to emulate the "normal people." For example, during the 1860's teachers of the deaf were terminated from their positions if they taught or allowed their students to use sign language. Alexander Graham Bell believed that deaf children should be taught to speak and to read lips. All schools for the deaf were ordered to adopt that philosophy. (Gannon, 1989)

POST CIVIL WAR

Large numbers of veterans who returned home after the Civil War with physical disabilities needed services. A national home for Union soldiers with disabilities was opened in 1866 for soldiers who survived the Civil War with disabilities. But the institutions which had been previously established during the first half of the century had begun to decline in quality and were inadequate to serve the influx of veterans. A decline in social responsibility for the persons with disabilities at that time is attributed to the rise of social Darwinism. A growing social eugenics movement challenged whether it was desirable to have a society which includes people with disabilities.

While some people with disabilities were able to educate themselves, others were surrounded by an air of sensationalism. Promoters like P.T. Barnum showcased unusual "creatures"--including men and women of unusual appearance. Some people with disabilities, like Tom Thumb, were taken from the asylums and adopted by circuses. They became the main attractions at the "freak shows," oggled and made fun of by circus goers.

THE EARLY 1900'S

Medical advances increased survival rates for those who were injured, both in war and in the increasing number of industrial accidents. As industrialization evolved, medical experts began to look at disability in terms of what they could "fix" and what they couldn't fix. Persons with injuries or disabilities retained their value if they could be "repaired" and returned to the factories.

Sterilization of patients who were known to be mentally retarded or to have epilepsy became common practice in the United States. Some doctors admitted euthanizing infants whom they believed would live useless lives.

POST WORLD WAR I

When World War I veterans who became disabled while serving their country began to return home, our government decided that they should be compensated and taken care of. These veterans, most of whom were men, were considered heroes. The traditional importance attached to the man as the provider led to the establishment of Veterans' benefits so that men with disabilities could receive compensation for their sacrifice for the United States and maintain the role of provider.

The post-war era saw a rise in disability awareness and a sense of social responsibility for assistance to persons with disabilities: Congress passed major rehabilitation programs; charitable groups became active, including the American Red Cross; the Veterans Bureau was established in 1921; and, in 1935, President Franklin D. Roosevelt signed the Social Security Act, creating a program of permanent assistance to adults with disabilities.

DEPRESSION YEARS

The first instance of civil disobedience among disability advocates occurred during the depression when a group of 300 persons with disabilities occupied the Works Progress Administration to protest their exclusion from WPA jobs.

1940'S

Advances in medical technology made it possible for more wounded soldiers to survive World War II injuries. Rehabilitation medicine and the use of occu-pational and physical therapy were introduced in the Veterans Hospitals by Doctors Howard Rusk and Henry Kessler. The Paralyzed Veteran's of America was founded in 1946 and The President's Committee on Employment of the Handicapped in 1947.

The polio epidemic became an issue which needed to be addressed in the 1940's. A number of people who survived the disease were disfigured or unable to use one or more limbs. This created a conflict for many Americans who had internalized the work ethic and now faced potentially unproductive futures for themselves and/or their children because of this disease. A prime example of this survivor conflict was President Franklin Delano Roosevelt, whose disability resulted from having polio. Fearing that the public would pity him and see him as incompetent, F.D.R. refused to be seen in public using his wheelchair. However, his situation was a catalyst to public sympathy for people with disabilities, and the parts of Washington, DC, frequented by him became wheelchair accessible.

1950'S

By 1950, parents of children who had survived polio, rubella and other potentially disabling diseases were beginning to look for support groups and financial assistance to help them raise their offspring. The Muscular Dystrophy Association and the Cerebral Palsy Association were established, as well as many other disability related organizations to provide education and support.

The first accessible college campus was opened to students with disabilities in 1950 at the University of Illinois. This campus provided a lift-equipped van service, had ramped access to buildings, and provided readers for those students who were blind. The college also encouraged disability-related fraternities, sports teams, and publications. Most of the students who enrolled were World War II veterans and met the requirement of being able to perform daily tasks independently without needing an aide. Within twelve years, there were 163 students enrolled in the program and 101 were using wheelchairs.

In 1958, a self-help newsletter was started for patients leaving a Cleveland polio ward. It has evolved into a journal of self-reliance today published as the **Rehabilitation Gazette**.

1960'S

In 1963, a second college campus became open to students with disabilities. The Berkley campus of the University of California created a separate housing location in the campus infirmary so that respirators and iron lungs could be used and aides could be employed to assist students with more severe disabilities. This arrangement, however, created a segregated environment which was not conducive to socialization and campus life. It also made the students feel that they were still being perceived as ill. (Shapiro 1993)

1970'S

In 1971, Marian Wright Edelman brought public attention to the U.S. census finding that there were 750,000 children in the United States who were not being educated. A large number of them had disabilities. They had either been labeled uneducable by some medical professional or were unable to get to their school because special transportation was not available. In some instances, even if the child could get to the school building, her/his specific needs could not be met. Most schools lacked ramps, elevators, lifts or doorways wide enough to accommodate wheelchair entrance. Edelman's advocacy led to the establishment of the Children's Defense Fund and the passage of the Education for All Handicapped Children Act of 1973. This law, PL94-142, said that all children, whether disabled or not, were entitled to a free and appropriate public education without discrimination. Further, public schools were required to provide education in the least restrictive environment.

Most school districts interpreted this to mean that they could place all the children with disabilities at one location in their district and provide special education classes for them. These classes, quite often, were substandard due either to poorly trained teachers or the lack of appropriate teaching aids and materials. The children remained segregated from their nondisabled peers most of the day. Often, they did not participate in integrated gym classes, recess or after school activities.

The struggles of the students with disabilities and the recognition that their segregated program would not suffice to prepare them for the "real" world, led the students at Berkley to advocate for the establishment of the first Independent Living Center in 1973. This ILC (Independent Living Center), was created to help people with disabilities learn how to live independently and successfully in their own communities and become more comfortable in advocating for what they needed to live and work successfully. That first Independent Living Center was directed by former Berkley student, Ed Roberts, himself disabled. Roberts has become known as the father of the independent living movement.

LATE 1970'S AND 1980'S

There was a significant rise in grassroots advocacy around the issue of disabilitly during these years. Children with disabilities who had been educated under the protections provided by the Education for All Handicapped Children Act and the Rehabilitation Act, were becoming young adults. They began to advocate to eliminate the inequities in the laws and the ways they were interpreted.

In 1976, a 25-day sit-in took place in San Francisco in response to the " stalling" of Secretary of Health Education and Welfare, Joseph R. Califano, Jr., in signing the Rehabilitation Act. He expressed concern that gays and drug addicts would have access to the entitlements, and further, that the process of monitoring discrimination in federally funded agencies was too costly. The publicity that the sit-in generated pressured Califano to sign the legislation. (Shapiro, 1993)

Other examples of civil disobedience and advocacy for equality occurred during this period: For example, a group called Self Advocates who were mostly mentally retarded individuals picketed the Capitol protesting cuts in Social Security. Similarly, a group of workers at a shelter workshop in Denver went on strike demanding equal pay with the nondisabled employees. Advocates in Connecticut called a press conference to demand their release from an institution into group homes. (Shapiro 1993)

Perhaps the most significant example of advocacy occurred in March 1988, when deaf students at Gallaudet University closed the campus because they were denied a qualified dean simply because he was hearing impaired. Their boycott of classes immediately gained the attention of the media and brought disability rights to the forefront. The controversy began when the Board of Trustees at Gallaudet University chose three finalists for the position of Dean, two of whom were hearing impaired. But the Trustees named Elizabeth Zinzer, a hearing person who did not know sign language and had no experience working with hearing impaired students, as the new Dean. When asked why, Chairperson Jane Basset Spillman replied, "Deaf people are not ready to function in a hearing world." (Gannon 1989)

Gallaudet students immediately began to rally in protest of the Board's choice. They blocked all entrances to the campus and organized marches to the Capitol. Dr. Alan Sussman, a former student and present faculty member said, "If deaf persons are not considered good enough to run the university, then what's the point of having a university for deaf people." (Gannon 1989)

The media was immediately attracted by the civil disobedience and by the drama being played out. Thousands across the United States and the world rallied behind the students' cause, and the Board gave in to student demands. As a result of this public pressure, Zinzer was replaced by a deaf person and Spillman resigned from the Board. The Board was then restructured to include more deaf members, and they agreed that there would be no reprisals against the protesters.

1990

The Americans with Disabilities Act was signed by President George Bush in July 1990. This law more clearly defines who has a disability and what is considered employment discrimination; mandates accessible transportation and modification of all public buildings and requires national telecommunications relay services for those who are hearing impaired.

WHERE WE STAND TODAY

Many Americans viewed the passage of the Americans with Disabilities Act as the conclusion of a lengthy process. But former White House Press Secretary Jim Brady believes that was simply the closing of one chapter. "The enactment of ADA is a magnificent accomplishment. It is a fair, balanced, and long overdue law. It can usher in the dawn of a new age for Americans with Disabilities IF we can get the printed words off the pages of the statue books and into the hearts and actions of the people. Now the task ahead is making ADA work in all communities and neighborhoods. I am challenging America to increase the acceptance, dignity and participation of persons with disabilities."

Joseph Shapiro summarized it another way: "African Americans changed people's minds and then gained civil rights. The disabled have gained civil rights and now face changing people's attitudes." (Shapiro, 1993)

There are 43 million Americans with disabilities who are just learning about their new rights, needing to realize that they can become equal participants in community life and challenge themselves to risk entering the job market. As educators, we can become the change agents. We can help our disabled students to overcome the feelings of powerlessness and apathy that limit their lives. We can educate them to become topnotch professionals and to advocate for quality jobs.

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BIAS-FREE LANGUAGE

Research by various linguists, social scientists and educators indicates that for the majority of males and females who participated in their studies, words do make a difference.

When 100 children between nursery school and seventh grade were asked to respond to the word "man" in sentences such as "Man must work in order to eat," and "Around the world, man is happy,"

- a majority of the children interpreted "man" to mean males and not females.

When 50 high school students were asked to illustrate seven statements on human activities during early civilization, students drew:

- male figures for six of the seven statements when the words "man," "mankind" and "primitive man" were used.
- male figures for a majority of the statements when the words "people" and "human" were used.
- more females than previously for statements when the words "men and women" were used.

Three hundred college students were asked to select pictures to illustrate chapter title pages for a proposed sociology textbook. When the words

- "political man" and "urban man" were used, 64 percent of the students selected all male pictures
- "political behavior" or "urban life" were used, only 50 percent of the students chose male pictures.

When college students in another study were asked to react to the masculine pronoun "he" in multiple choice statements, the word "he" was interpreted as

- male 407 times.
- female 53 times.

When high school students were asked to rate their interest in job advertisements written in neutral and varied language.

- females showed no interest in jobs labeled as "frameman" or "lineman", but showed interest in jobs labeled as "framewoman."
- males showed no interest in "operator" or "sales representative" jobs when associated with the word "she" and showed an interest in "telephone operator" jobs when associated with the word "he."
- physical properties illustrated in science and industrial arts textbooks are associated with traditional male roles.

A study of 100 secondary home economics textbooks published from 1964-1974 by 54 companies showed:

- nuturing males zero (0) times and nurturing females 38 times.
- males in the home 52 times and females in the home 199 times.
- males interested in clothes 9 times and females interested in clothes 107 times.
- males interested in nutrition 17 times and females interested in nutrition 60 times.

A study of 10 most popular children's TV programs showed:

- good males 67 times and good females 43 times.
- aggressive males 25 times and aggressive females 14 times.
- passive males 25 times and passive females 37 times.
- magical males 4 times and magical females 16 times.

Observations of TV and magazine advertising shows:

- boys as active and girls as passive.
- men as coming home from work and females as staying home, caring for children, washing dishes and doing laundry.
- men as good-looking, muscular and athletic and women as sex objects.

Adapted from: Changing Roles of Men and Women: Educating for Equity in the Workplace. Vocational Studies Center, School of Education, University of Wisconsin-Madison.

THE POWER OF BUSINESS LANGUAGE:
UNBIASED JOB TITLES OPEN UP CAREER CHOICES

BIASED JOB TITLES	UNBIASED JOB TITLES
Assemblyman	
Businessman	
Cameraman	
Cleaning Lady	
Clergyman	
Congressman	
Craftsman	
Deliveryman	
Draftsman	
Fireman	
Foreman	
Gal Friday	
Insurance Man	
Middleman	
Mailman	
Man Hours	
Manpower	
Metermaid	
Paperboy	
Policeman	
Repairman	
Salesman	
Spokesman	
Stewardess	
Weatherman	
Workman's Compensation	

THE POWER OF BUSINESS LANGUAGE:
UNBIASED JOB TITLES OPEN UP CAREER CHOICES

BIASED JOB TITLES	UNBIASED JOB TITLES
Assemblyman	**Assembler**
Businessman	**Business Manager or Executive**
Cameraman	**Camera Operator**
Cleaning Lady	**Housekeeper or Custodian**
Clergyman	**Clergy**
Congressman	**Congressperson or Congressional Representative**
Craftsman	**Craft Worker, Skilled Worker, Artisan**
Deliveryman	**Deliverer**
Draftsman	**Drafter**
Fireman	**Firefighter**
Foreman	**Supervisor or Manager**
Gal Friday	**Assistant**
Insurance Man	**Insurance Agent**
Middleman	**Liaison or Intermediary**
Mailman	**Letter Carrier**
Man Hours	**Staff Hours or Working Hours**
Manpower	**Labor Force, Human Resources, Workers**
Metermaid	**Parking Attendant**
Paperboy	**Newspaper Carrier**
Policeman	**Police Officer**
Repairman	**Repairer, Repair Person**
Salesman	**Sales Agent, Sales Associate**
Spokesman	**Spokesperson or Speaker**
Stewardess	**Flight Attendant**
Weatherman	**Weather Forecaster, Meteorologist**
Workman's Compensation	**Worker's Compensation**

➤ A "Special" Note

The term "special" has negative connotations for many disability rights advocates because they feel that "special" is often used to describe programs/facilities which are segregated and inferior. The word "special" can usually be replaced with the more neutral term "separate."

➤ Referring to Disability in Context

When referring to an individual with a disability, remember that the disability is only one aspect of that person--only one aspect among a full range of human needs and talents. It is not necessary to mention a person's disability, unless it is relevant to the matter being discussed. If the disability is relevant, it should be discussed within the context of the person's other unique needs and talents.

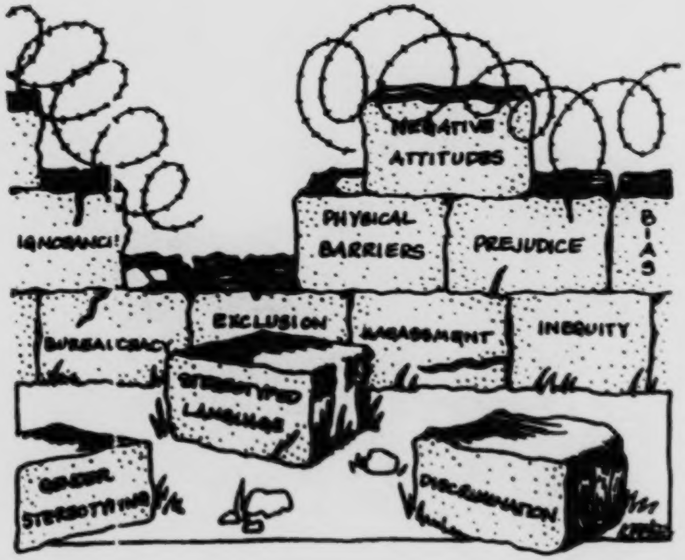
For more information, contact:

career options INSTITUTE

Coordinator of Disability Services
The Career Options Institute
6 British American Boulevard - Suite G
Latham, New York 12110-1402
Telephone 518-786-3236 FAX 518-786-3245

** Adapted from Reporting on Disability: Approaches & Issues, published by the Advocado Press, 1962 Roanoke Avenue, Louisville, Kentucky 40205. (A shortened version of this resource is published in the helpful Advocado Press pamphlet entitled "Beyond the AP Stylebook.")*

The Power of Language


NEGATIVE ATTITUDES
IGNORANCE
PHYSICAL BARRIERS
PREJUDICE
BIAS
BUREAUCRACY
EXCLUSION
HARASSMENT
INEQUITY
STEREOTYPED LANGUAGE
GENDER STEREOTYPING
DISCRIMINATION

Writing and Speaking about Disability

Advocates do not always agree on the best terms to use in describing disability issues. This is understandable in these early days of the disability movement, but it can be frustrating to those of us who understand the power of language and want to avoid demeaning terms.

The following guidelines* chart a conservative course for writing and speaking about disability issues which avoids both cliche and "trendy" language:

➤ *Referring to Individuals*

In recent years, the term "handicapped" has gone out of favor because of negative associations with beggars asking for charity with "cap in hand."

Most people accept the terms "disability" or "disabled" as the terms of choice. Some people prefer "person with a disability" because they want the emphasis on the person, not on the disability. Never hesitate to ask persons with disabilities which terms they prefer.

➤ *Using the adjective "disabled"*

Avoid improper use of the adjective "disabled." Phrases like "disabled seating" or "disabled organization" are inaccurate and grammatically incorrect. Instead, refer to "seating for people with disabilities" or "disability organizations."

➤ *Referring to Groups*

Disability advocates agree that the term "the disabled" is unacceptable. Refer to "persons with disabilities" or, as a substitute, "disabled persons." Use appropriate group nouns to vary your speech and to emphasize that disability is only one aspect of a person's identity. For example, refer to "voters," "residents," "travelers," etc., with disabilities. Groups of people with disabilities may also be described as the "disability rights movement," "disability advocates or activists," or the "disability community."

➤ *Avoiding Emotion-Laden Terms*

Disability issues should be described in neutral, unsentimental, and non-judgmental language. Avoid sensationalized words and phrases like "victim," "suffers from," "affilicted with," "confined to a wheelchair," etc., or any words that suggest tragedy, including complimentary words like "courageous," "brave," "inspiring," and "ability to overcome."

These terms do not reflect accurately the real problems that people with disabilities face in our society. They suggest that it is up to the individuals to "overcome" a disability. They ignore society's responsibility to remove the real barriers of inaccessibility and prejudice.

career options INSTITUTE

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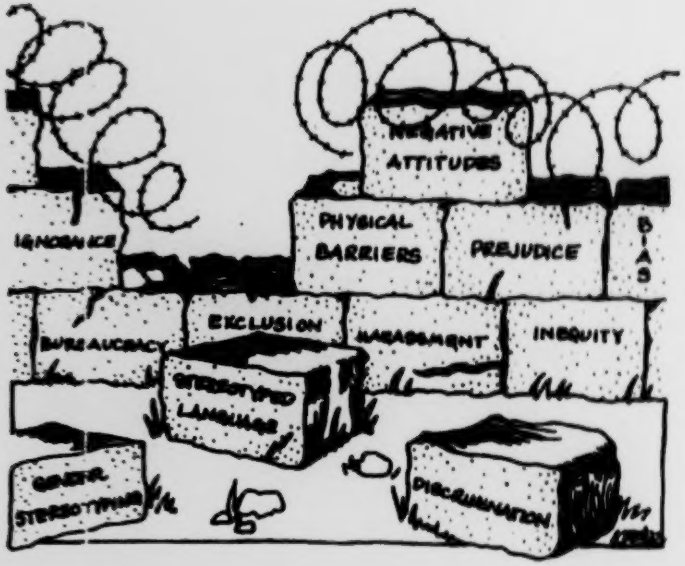
Focus on the Person


NEGATIVE ATTITUDES
IGNORANCE
PHYSICAL BARRIERS
PREJUDICE
BIAS
BUREAUCRACY
EXCLUSION
HARASSMENT
INEQUITY
STEREOTYPED LANGUAGE
GENDER STEREOTYPING
DISCRIMINATION

Not on the Disability

WHEN YOU MEET SOMEONE WITH A DISABILITY...

Focus On The Person, Not On The Disability

- **BE YOURSELF**, and don't be afraid to start a conversation. Use the same guidelines for courtesy which you would use with anyone.

- **FEEL FREE TO OFFER YOUR ASSISTANCE.** But don't be surprised if you get a "No, thank you." Your help may not be needed.

- **ALWAYS SPEAK DIRECTLY TO A PERSON WHO HAS A DISABILITY.** Don't assume that someone else has to be a go-between.

- **WHEN YOU OFFER TO ASSIST SOMEONE WHO IS BLIND OR VISUALLY IMPAIRED**, allow the person to take your arm so you can guide, rather than push or pull.

- **SPEAK CLEARLY AND SLOWLY TO SOMEONE WITH A HEARING LOSS**, but don't shout or exaggerate your words. Sometimes it may be necessary to write out your message. Remember to speak directly to the person with a hearing loss, even if someone is acting as a sign language interpreter.

- **WHEN SPEAKING TO PEOPLE WITH SPEECH DIFFICULTIES**, ask short questions which require short answers. Don't pretend to understand if you don't. Be patient. Allow people to finish what they are saying.

- **WHEELCHAIRS ARE PART OF THE PERSONAL SPACE** of the people using them. Never lean on or over a wheelchair.

- **EVERY HUMAN BEING IS DIFFERENT IN ONE WAY OR ANOTHER.** Some people with disabilitites may look deformed, or they may move or speak awkwardly. Don't be shy about looking directly at them when you speak, but, of course, it is never polite to stare at anyone.

- **DO NOT SPEAK TO, OFFER FOOD TO OR TOUCH A GUIDE DOG OR OTHER SERVICE ANIMAL, WHILE IT IS WORKING.** If the animal does not seem to be working at the time, ask permission before you make friends.

- **TAKE THE TIME** to learn about some of the special tools, techniques and devices used by people with disabilities. They are interesting, and they will help you understand how people with disabilities manage to be independent.

- **REMEMBER THAT EVERY PERSON, REGARDLESS OF ABILITY OR DISABILITY, IS UNIQUE.** Every person has individual opinions, attitudes and behaviors. Don't let stereotypes about people with disabilities get in your way.

ATTITUDE

Help your entire staff understand the necessity and overall "good business sense" of making your business accessible to everyone.

COMMUNICATION

Talk with the experts! Learn what your rights and responsibilities are. Get input from the potential users about their needs! Make sure the contractors understand exactly what you want, and what you can afford, to make your facility more accessible. Solicit feedback from customers/consumers.

COOPERATION

Create an atmosphere of cooperative problem solving. This will encourage staff to become part of the process.

EQUITY

Remember that what you want to achieve is equal access to all buildings/products/programs for all people. Better access will bring more customers/consumers into your building and generate greater demand for your products.

SAFETY

When modifying your facilities, make sure that all building codes are followed and all building materials meet specifications. Alert the public about potential inconveniences while work is in progress. Your goal is to provide a safe and comfortable environment for all customers/consumers.

SATISFACTION

Good access brings more consumers for your products or services. You are not only following the law, you are opening up your business to the entire community and increasing opportunities for everyone.

Who Is Responsible for Accessibility?
. . . . Everyone

Attitude

"Access begins with attitude. Access is defined as having ease of entry to the shared life of the community. Persons with disabilities need not only the ramps, the hearing partners and the large print programs. All persons 'temporarily able' and disabled need to feel that their presence in the community is wanted and needed. We all want not just to be present but to be sought out for our contributions and our special gifts."

- New York Yearly Meeting of Friends

The following are some of the "attitudes" that encourage full participation of persons with disabilities:

1. The person with a disability should be asked for input about the kind of help which is needed.

2. Every person is multifaceted, influenced by many experiences in life, not just by ability and/or disability. Therefore, each person has different needs and different ways of doing things.

3. We must appreciate the uniqueness of each person and his/her disability. There are hundreds of different disabilities and varying degrees of ability and inability.

Physical Setting

Making a classroom or meeting room accessible is more than just providing a ramp to get into the building. All entrances and doorways must be at least 32 inches wide to accommodate a person who is using a wheelchair. There should be good, consistent lighting. Doors should be clearly marked both in large print and tactilely. Fire alarms need to have visual indicators as well as auditory ones. The restrooms, libraries, and cafeterias/restaurants also need to become physically accessible.

continued

PROGRAM ASSISTANCE

All written materials, whether educational, informative, or miscellaneous, should be transcribed into large print or braille, or read on audio cassette. Ask students or program participants what their preference is. Remember to spell terms which you write on a blackboard or flip chart. Review instructions to be sure that everyone understands them. More time may be needed by some persons who are disabled to complete assignments, tests, and/or other tasks.

HUMAN ASSISTANCE

Sign language interpreters and/or note takers may be required by a person who is hearing impaired. A person with a visual impairment may require assistance in acclimating to the setting. He/she may also require assistance in the library and cafeteria/restaurant.

Remember that personal care attendants and sign language interpreters are present specifically to meet the needs of the person with a disability. Refer all questions and requests directly to the student/participant with the disability and not to the aide unless the question specifically pertains to the person providing assistance.

OTHER STRATEGIES FOR IMPROVING ACCESS

With common sense, good humor, and a realistic timeline, efforts to improve access will be beneficial to everyone involved. Try to anticipate needs as much as possible, and then respond to other requests in a spirit of cooperative problem-solving. For example:

◆ Make sure all staff receive some disability awareness training before a person with a disability enters the program.

◆ Make sure halls and walkways are cleared of all obstructions. Identify where to hire sign language interpreters, how to have materials transcribed, and who might be available to provide a basic orientation.

◆ Have a place on registration forms in which persons who are disabled can identify what their 'special needs' are going to be. Require that registration forms be returned in enough time to allow you to make all necessary accommodations. If you are unable to accommodate a particular "special need", let the participant know ahead of time. The participant may have suggestions for how the need can be met or how to work out a compromise on the request.

BEST COPY AVAILABLE

Accessibility Checklist

Good access brings more consumers for your products or services. You are not only following the law, you are opening up your business to the entire community and increasing opportunities for everyone.

Below is a checklist of guidelines which should be considered when identifying just how accessible your building is. (If you are looking for someone to do a full accessibility evaluation on your particular building, contact your local Independent Living Center. They can either do an evaluation for you or put you in touch with an expert.)

Few buildings comply 100% with this checklist. But it is a guide for your own awareness and convenience when developing safety and/or evacuation plans, as well as when making room assignments. Any "no" answers will highlight areas which may limit access for some of your consumers, employees, and visitors.

◆ Is the entrance to the building ramped or level?

◆ Are all meeting and/or classrooms on the same level, or can they be reached by elevator?

◆ Are all room names labeled in alternate format (large print, braille and/or tactile) signage?

◆ Are all class, conference, and public room doors wheelchair accessible? (They should be at least 32 inches wide.)

◆ Are restrooms clearly labeled in alternate format?

◆ Are amenity containers in restrooms marked in alternate format for easy identification?

◆ Is the message retrieval system accessible?

◆ Is there braille/large print/tactile signage on elevators?

◆ Are the elevators large enough to provide easy access to persons using wheelchairs?

◆ Are cafeterias/restaurants wheelchair accessible? Are there braille menus available and personnel to assist in carrying trays when needed?

continued

Checklist continued

- Is there a designated 'relief area' for dog guides?

- Are braille/large print/tactile maps of the entire facility available? Are the maps placed in locations and at heights where they can be read from a seated position?

- Are there objects that protrude from the wall at body level, e.g. planters, fire extinguishers, etc., which cannot be detected by a person using a white cane?

- Are there assistive listening devices and a TDD (telecommunications device for the deaf) available?

- Are there fire alarms that flash?

- Do public telephones have amplification for the hearing impaired?

- Is there closed caption TV decoder equipment?

- Is lighting adequate in all hallways and meeting rooms?

BILL OF RIGHTS AND DECLARATION OF INDEPENDENCE FOR PERSONS WITH DISABILITIES

PREAMBLE:

We believe that all people should enjoy certain rights. Because people with disabilities have consistently been denied the right to fully participate in society as free and equal members, it is important to state and affirm these **rights**, regardless of race, creed, sex, religion or disability.

1. The **right** to live independent, active and full lives.
2. The **right** to equipment, assistance and support services necessary for productivity, provided in a way that promotes dignity and independence.
3. The **right** to an adequate income or wage, substantial enough to provide food, clothing, shelter and other necessities of life.
4. The **right** to accessible, integrated, convenient and affordable housing.
5. The **right** to quality physical and mental health care.
6. The **right** to accessible transportation and freedom of movement.
7. The **right** to training and employment without prejudice or stereotype.
8. The **right** to bear or adopt children and raise children and have a family.
9. The **right** to free and appropriate public education.

continued

Adapted from the Center for Independent Living, Berkeley, California

10. The **right** to participate and benefit from entertainment and recreation.
11. The **right** of equal access to, and full use of all businesses, facilities, and activities in the community.
12. The **right** to communicate freely with all fellow citizens and those who provide services.
13. The **right** to a barrier free environment.
14. The **right** to legal representation and full protection of all legal rights.
15. The **right** to determine one's own future and make one's own life choices.
16. The **right** of full access to all voting processes.

WHO ARE THE PROVIDERS?

VESID (Office of **Vocational and Educational Services for Individuals with Disabilities**) and ***CBVH*** **(Commission for the Blind and Visually Handicapped)** are the two New York State statewide vocational rehabilitation service agencies which provide vocational rehabilitation to assist persons with disabilities throughout New York State to attain and maintain employment and a productive lifestyle as independently as possible.

VESID'S MISSION STATEMENT: To promote educational equity and excellence for students with disabilities while ensuring that they receive the rights and protections to which they are entitled; assure appropriate continuity between the children and adult services systems; and provide the highest quality vocational rehabilitation and independent living services to all eligible persons as quickly as those services are required to enable them to work and to live independent, self-directed lives.

CBVH'S MISSION STATEMENT: The Commission for the Blind and Visually Handicapped is responsible for the administration of services to legally blind residents of New York State for the purpose of ameliorating the disability imposed by visual impairments and enhancing individual employability. CBVH is the designated state vocational rehabilitation unit for services to persons with visual disabilities provided pursuant to federal and state laws/regulations.

✦ DISABILITY ADVOCATES

CAP **(The Client Assistance Project)** The CAP coordinators are situated throughout the state to provide advocacy and advice to persons who have received or who are applying for vocational assistance from VESID and CBVH. They can assist with appeals if a potential or present client of either state vocational agency feels they are not getting the services they are entitled to. Assistance can also be sought if the applicant has been refused services and wishes to appeal the decision or feels that the process is taking too long. (See the resource section for a list of the Client Assistance Coordinators in New York State.)

Adapted from **Transition Services, A Planning And Implementation Guide**, New York State Education Department, 1994.

ILC'S **(Independent Living Centers)** There are 35 of these centers situated throughout New York State. They provide information and referral, sign language interpreters, advocacy, housing assistance, accessibility evaluations, peer counseling and independent living skills training, etc. Each Center may vary as to the specific services it provides. Call your local Center for details. (See the resource section for a list of Independent Living Centers in New York State.)

✦ WHAT ARE THE DISABILITY RELATED LAWS

- ***PL94-142. Education of All Handicapped Children Act, amended in 1990 as PL101-476***

All children, regardless of disability, are entitled to a free appropriate public education. This should be provided in the least restrictive environment. In essence this means that children have the right to attend schools in their own communities and that the school district is required to provide special education programs and related services to them while they also have access, to the extent appropriate, to all the same curricular and extra-curricular programs, activities and educational supports provided to the nondisabled students.

- ***The Rehabilitation Act 1973 and PL102-569 - The Rehabilitation Act Amendments of 1992***

The purpose of this legislation is to empower individuals with disabilities to maximize employment, economic self-sufficiency, independence, and inclusion and integration into society for individuals with disabilities, especially those with severe disabilities. State rehabilitation agencies will provide programs and services to help individuals with disabilities to prepare for and acquire meaningful and gainful employment and independent living.

Services for eligible individuals are provided by vocational rehabilitation programs and services and independent living centers. In New York State the two vocational rehabilitation agencies are The Office of Vocational and Educational Services for Individuals with Disabilities (VESID) and the Commission for the Blind and Visually Handicapped (CBVH).

- ***PL101-476 IDEA (Individuals with Disabilities Education Act),1990***

This legislation more clearly defines what kinds of educational resources should be provided to the special education child. It requires that an IEP

(Individualized Education Program), be written annually which specifically establishes goals to be accomplished during that academic year. It establishes standards for academic achievement which are equivalent to those required of nondisabled students. Assistive technology should be provided, whenever necessary, to create an equitable learning environment.

It further requires that transition plans be established at age 16 (at age 15 in New York State), or younger when appropriate. The student with a disability should be included in the transition planning process, as well as a representative of any agency invited to participate, which may include, when appropriate, a rehabilitation counselor from either VESID or CBVH District Office (whichever is appropriate.) If the student or agency representative is unable to attend the CSE meeting in which transition planning is done, they must be provided an opportunity to be involved in the planning process.

Also under IDEA is subgrant Pl99-457 which requires that an IFSP (Individualized Family Service Plan) be written to provide services for children with disabilities age birth to two. Assistive technology can also be implemented for this age group. IDEA also requires that an interagency council be set up to assure consistent and timely services for the child with a disability.

✦ *PL101-336 The Americans with Disabilities Act of 1990 (ADA)*

This is a civil rights legislation signed into law in 1990. It more clearly defines what is considered employment discrimination and what should be considered as reasonable accommodations; defines just who is considered to have a disability; requires that all public buildings become accessible to persons with disabilities; mandates accessible transportation in all community settings; establishes a telecommunications network for persons who are hearing impaired and sets forth methods for remuneration for those who feel they are being discriminated against. It further defines a method for filing grievances against those who do not comply.

A COMPARISON OF THE REQUIREMENTS OF DISABILITY STATUTES AFFECTING SCHOOLS

The next few pages identify statutes which specifically affect public school education --The Americans with Disabilities Act (Title II), Section 504 of the Rehabilitation Act of 1973 and the Individuals with Disabilities Education Act, IDEA. (Each state develops its own implementation plan for complying with these laws. Contact your Area SETRC Coordinator, listed in the resource section of this guide, for more information.)

✦ KEY:

"Not Required" means that there is no requirement in the law or regulations relating to this specific issue.

"No Requirement Specified" means that the requirement is not specifically mentioned in the statute or regulations, but that other provisions of the regulations indicate that an obligation exists.

"Advisable -- Not Specifically Required" means that although the law and regulations do not specifically require a certain action, such actions will assist school districts in complying with other provisions of the ADA.

✦ AMERICANS WITH DISABILITIES ACT

✦ *Who Must Comply?*

Scope of Coverage: All programs and activities of state and local government.

Definition of a Disability: Noncategorical -- Covers persons with a physical or mental impairment that substantially limits a major life activity, persons who have a record of an impairment that substantially limits a major life activity, and persons who are regarded as having such an impairment.

✦ *Oversight*

Complaints: U.S. Department of Education, Office of Civil Rights.

✦ *Planning for Compliance*

Administrative Requirements: Requires self evaluation. Requires transition plan if structural modifications are needed. School must have 50 or more employees.

Designation of Responsible Employee: Requires ADA Coordinator if school has 50 or more employees.

Grievance Procedures: Required if school has 50 or more employees.

Public Notice: Requires on-going notice of nondiscrimination on the basis of disability.

✦ *Employment*

Reasonable Accommodation: Required for qualified applicants or employees with disabilities, unless entity can demonstrate undue hardship.

Written Job Description: Advisable--not specifically required.

✦ *Facilities*

Program Accessibility: Requires services, programs, activities in existing facilities to be readily accessible when viewed in their entirety.

Facilities Accessibility: Requires compliance with ADAAG or UFAS in new construction or alterations begun on or after 1/26/92.

Maintainance of Accessible Features: Required.

◆ *Communication Requirements*

Auxiliary Aids and Services: Required for persons with visual, hearing and speech disabilities, if necessary, to provide effective communication.

General Nondiscrimination Requirements for Public Schools: *These requirements are described in subpart D of the U.S. Department of Education's Section 504 regulations. The U.S. Department of Justice interprets the general nondiscrimination provisions in Title II to cover discriminatory conduct that is specifically prohibited under Subpart D of the Section 504 regulations. **An asterisk is placed after the entry to which this is referring.**

Child Find: Requires location and identification of all qualified children with disabilities who are not receiving a free appropriate public education (K-12).*

Parental Notice: Required.*

Free Appropriate Public Education (FAPE): Required .*

Education Plan: Requires that the student's program be described with sufficient specificity to demonstrate that the student's needs have been assessed on an individual basis (an individualized education program document is not specifically required.).*

Procedural Safeguards: Required. (Compliance with requirements under IDEA will be considered compliance under ADA.) *

Evaluation Team: Required. *

Placement Team: Requires group, including individuals knowledgeable about the child, meaning of evaluation data, and placement options. *

Educational Setting: Requires most integrated setting appropriate. *

Non-academic Programs: Requires equal opportunity to participate. *

Pre-School (age 3-5 years): Requires equal opportunity to participate. *

Adult Education Programs: Requires equal opportunity to participate. *

Reasonable Modification: Requires reasonable modification of all policies, practices, procedures of all public entities.

Confidentiality: No requirement for students, but school district must maintain employees' medical files separate from employees' personnel files to assure against unwarranted disclosure of the employees' disability.

✦ 504 COMPLIANCE

✦ *Who Must Comply?*

Scope of Coverage: All programs and activiies run by recipients of federal financial assistance.

✦ *Who is Protected?*

Definition of Disability: Noncategorical--Covers persons with a physical or mental impairment that substantially limits a major life activity, persons who have a record of having an impairment that substantially limits a major life activity, and persons who are regarded as having such an impairment. *

✦ *Oversight*

Complaints: U.S. Department of Education, Office of Civil Rights.

✦ *Planning for Compliance*

Administrative Requirements: Requires self evaluation. Requires transition plan if structural modifications are needed.

Designation of Responsible Employee: Requires Section 504 coordinator if there are 15 or more employees.

Grievance Procedures: Required if 15 or more employees.

Public Notice: Requires on-going notice of nondiscrimination on the basis of disability.

✦ *Employment*

Reasonable Accommodation: required for qualified applicants or employees with disabilities unless entity can demonstrate undue hardship.

Written Job Description: Advisable--not specifically required.

✦ *Facilities*

Program Accessibility: Requires services, programs and activities in existing facilities to be readily accessibile when viewed in their entirety.

Facilities Accessibility: Requires compliance with ANSI (R1971) in new construction or alterations begun on or after 6/3/77. Compliance with UFAS on or after 1/18/91.

Maintainance of Accessible Features: Not required.

✦ *Communication Requirements*

Auxiliary Aids and Services: No requirement specified. Obligation exists to provide effective communication.

✦ *General Nondiscrimination Requirements for Public Schools*

Child Find: Requires location and identification of all qualified children with disabilities in jurisdiction who are not receiving a free appropriate public education (K-12).

Parental Notice: Required.

Free Appropriate Public Education (FAPE): Required.

Education Plan: Requires that the student's program be described with sufficient specificity to demonstrate that the student's needs have been assessed on an individual basis. (An individualized education program document is not specifically required.)

Procedural Safeguards: Required (Compliance with requirements in IDEA will be considered compliance under Section 504.)

Evaluation Team: Required.

Placement Team: Requires group, including individuals knowledgeable about the child, meaning of the evaluation data and placement options.

Educational Setting: Requires most integrated setting appropriate.

Non-academic Programs: Requires equal opportunity to participate.

Pre-School (Age 3-5 Years): Requires equal opportunity to participate.

Adult Education Programs: Requires equal opportunity to participate.

Reasonable Modification: No requirement specified. General obligation exists to make reasonable modification of recipients' policies, practices and procedures.

Confidentiality: No requirement for students, but school district must maintain employees' medical files separate from employees' personnel files to ensure against unwarranted disclosure of the employees' disability.

✦ IDEA COMPLIANCE

✦ *Who must comply?*

Scope of Coverage: State and local education agencies funded under the Individuals with Disabilities Education Act.

✦ *Who is protected?*

Definition of Disability: Categorical -- Covers specified disability categories, as defined in 13 classification areas.

✦ *Oversight*

Complaints: State Education Agency.

✦ *Planning for Compliance*

Administrative Requirements: Requires triennial state plan submitted to the U.S. Department of Education, Office of Special Education and Rehabilitation Programs.

Designation of Responsible Employee: Not required.

Grievance Procedures: Not required.

Public Notice: Requires notice to parents of Child Find activities.

✦ *Employment*

Reasonable Accommodation: Not required.

Written Job Description: Not required.

✦ *Facilities*

Program Accessibility: Not required.

Facilities Accessibility: Not required.

Maintainance of Accessibile Features: Not required.

✦ *Communication Requirements*

Auxiliary Aids and Services: Required only if written into the student's Individualized Education Program (IEP).

✦ *General Nondiscrimination*

Child Find: Requires location and identification of all children with disabilities in jurisdiction birth to twenty-one.

Parental Notice: Required.

Free Appropriate Public Education: Required.

Education Plan: An Individualized Education Program must be developed at least annually for each classified child.

Procedural Safeguards: Required.

Evaluation Team: Has similar and additional requirements to those in Section 504 and Title II.

Placement Team: Requires group, including individuals knowledgeable about the child, meaning of evaluation data and placement options.

Educational Setting: Requires least restrictive environment (LRE).

Non-academic Programs: Requires equal opportunity to participate.

Pre-school (Age 3-5 Years): Requires a free appropriate public education.

Adult Education Programs: Not required.

Reasonable Modification: Not required.

Confidentiality: Requires protection of special education student records and conformance with Family Education Rights and Privacy Act (FERPA).

This comparison was funded by the National Institute on Disability and Rehabilitation Research of the U.S. Department of Education. Adaptive Environments Center, ADA National Access for Public Schools Project., January 1996.

Schools Technical Assistance Hotline -- (800) 893-1225

DEVELOPING A TRANSITION PLAN

During the formative years of junior high, many teens with disabilities lose self-confidence and exclude themselves, or are excluded by well meaning adults, from decisions about their education and their lives. But they need to be given opportunities--and encouragement--to take an active role in these important decisions.

For example, it is essential that teens with disabilities be included in the development of both their IEP and their transition planning process, as early as junior high school. (Regulations require that assessments begin at age 12 through interviews with students and parents, review of school records, and vocational inventories.)

The transition planning process for students with disabilities encourages Committees on Special Education to look beyond the immediate educational needs of each student and to identify services which will assist in assuring that career and life goals are reachable. The intent of transition planning is to enable youth with disabilities to live, work, and continue to learn in the community as adults -- with supports, if necessary. ***The process of developing transition plans involves the following quality components:****

- "Level one assessments" must be included in the IEP for each special education student, beginning at age 12.
- Students, age 15 and older, are actively involved in transition planning and are supported in achieving their desired adult goals.
- Family members and other community service agencies, as appropriate, are informed, involved, and invested in transition planning.
- Transition planning addresses services and supports across all areas of one's life.
- Services and supports are provided in a timely manner as specified in the IEP, as agreed to by the student and family.

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* Adapted from Onondaga Council, 1992.

- Unmet needs are identified and addressed through an ongoing commitment to each person.

- The accomplishment of outcomes is measured in terms of students successfully achieving their post-school living, learning, and working goals.

- Services provide maximum inclusion for students from linguistically and culturally diverse backgrounds.

QUESTIONS AND ANSWERS ABOUT TRANSITIONING*

✦ ***When does the responsibility of the Committee on Special Education end regarding transition planning and services for students?***

Districts are responsible for providing transition planning and services as part of the student's Individualized Education Program (IEP) beginning at age 15 and ending when the student either receives a local or Regents diploma or at the end of the school year in which the student turns 21.

✦ ***Does the Individuals with Disabilities Education Act (IDEA) specify whom the district must designate to coordinate transition planning and services?***

IDEA does not require a district to designate an individual to coordinate transition planning and services. It is the district's responsibility to insure that transition planning and services are incorporated within the student's IEP and to ensure that these services are being provided appropriately to meet the student's needs, preferences, and interests in the least restrictive environment.

✦ ***How frequently must CSE meetings be held to discuss transition planning and services?***

Transition planning and services should be discussed at the CSE meeting for each student beginning no later than age 15. Transition services must be reviewed by the CSE at least annually.

✦ ***Should a student with a disability attend a CSE meeting in which transition planning and services are discussed?***

Beginning no later than age 15, all students with disabilities must be invited to attend the CSE meeting and be given an opportunity to provide input regarding

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*Reprinted from **Transition Services: A Planning and Implementation Guide**, New York State Department of Education, 1994.

his or her preferences and interests before a decision about transition services is made.

✦ ***Does the IEP include only special education and related services or does it describe the total educational program for a student with disabilities age 15 or over?***

The IEP should include aspects of the student's special education and related services. At age 15 and older, students with disabilities will have transition planning and services incorporated within their IEP. The IEP must also include long-term adult outcomes and the coordinated set of activities that address the student's transition needs through instruction; community experiences; the development of employment and other post-school adult living objectives; and if appropriate, acquisition of daily living skills and functional vocational evaluation. If regular education and vocational education services, as well as any community or business experiences are part of these activities, then the IEP must include a statement that addresses such activities. Transition services, the participating agency providing such services, and the date of initiation, if different than the IEP implementation date, must also be included.

✦ ***Must the district directly provide all transition services described in the IEP?***

No. However, the district is responsible for coordinating all transition services. The district may work with other State agencies, organizations, community groups, businesses, and colleges to ensure that appropriatetransition services are provided to meet the needs of the student age 15 and older.

✦ ***Is the IEP a performance contract?***

No. Section 300.350 of the Federal regulations makes it clear that the IEP is not a performance contract that imposes liability on a teacher or school district if a child with a disability does not meet the IEP objectives. While the district must provide special education and related services in accordance with the IEP, the Act does not hold the district, the teacher, or other persons accountable if the student does not achieve the growth projected in the written statement.

✦ *Are secondary students with disabilities who are not classified by the CSE supposed to receive transition planning and services also?*

Yes, all secondary students with disabilities, ages 15 through 21, and earlier as appropriate, should be provided with transition planning and services. Students who are eligible to receive special education services are served through the IEP process, as described in this guide. Students who have disabilities and who are not eligible for special education services must be provided with transition planning and services as part of their annual guidance review and planning process.

REFERRAL FOR VOCATIONAL REHABILITATION SERVICES PROVIDED BY STATE AGENCIES

✦ *What are the State Vocational Rehabilitation Agencies?*

The Office of Vocational and Educational Services for Individuals with Disabilities (VESID) and the Commission for the Blind and Visually Handicapped (CBVH) are the State agencies that provide vocational rehabilitation services to eligible individuals, consistent with the Federal Rehabilitation Act, as amended in 1992. VESID and CBVH have a similar purpose and provide a similar scope of services but differ in whom they serve. CBVH provides vocational rehabilitation services to youth and adults who are legally blind, but who may also have additional disabilities, while VESID provides vocational rehabilitation services to individuals from all other disability groups.

✦ *What are the roles of VESID and CBVH?*

Services provided through VESID and CBVH assist individuals with disabilities to prepare for, enter, engage in, or retain gainful employment. Vocational rehabilitation services include evaluations, vocational planning and counseling, skills development training, adaptive equipment, occupational tools, support services while completing training, and employment services such as job seeking skills, employment referrals, and on-the-job services. The services that an individual receives will vary depending on what is needed to achieve the planned employment outcome. The Individual Written Rehabilitation Program (IWRP) is the planning document that guides the delivery of vocational rehabilitation services. This document describes long term goals, intermediate objectives, and services to meet the objectives. The IWRP is developed jointly by the counselor and the individual, and may be amended as needs or circumstances change.

✦ ***What are examples of VESID or CBVH services that might be provided for in-school youth?***

While an eligible student is still in school, an IWRP may be written to coordinate closely with the Individualized Education Program (IEP) or guidance plan. VESID and CBVH can provide services that do not duplicate services or programs that are mandated for school districts to provide. Examples of services that VESID or CBVH may provide to in-school youth include vocational guidance and counseling resource information, and the preparation of post high school vocational rehabilitation service plans. Also, depending on individual needs or resource considerations, VESID or CBVH may be able to provide job related occupational tools, purchase low vision aids, purchase adaptive equipment for a personal auto to commute to employment, assist in obtaining employment, including preparing certifications for Civil Service set-aside placement, facilitate referral to summer employment, and assist with the transition into extended supported employment.

✦ ***How is eligibility determined?***

Eligibility is based on showing that the person has a disability that is a substantial impediment to employment; has the ability to benefit from VESID or CBVH services; and will require VESID or CBVH services to enable the person to achieve an appropriate employment outcome. VESID or CBVH staff assist applicants with the eligibility process, including obtaining further information clarifying that the disability is eligible for VESID or CBVH services. The school's referral of relevant documents will speed up the process for determining eligibility and planning appropriate vocational rehabilitation services for students.

✦ *Is family income a factor in determining eligibility?*

Family income is not a factor in determining eligibility. However, once it is decided that a person is eligible for VESID or CBVH services, funding for some services may be based on financial need. As an example, a family may be expected to share in the cost of college expenses.

✦ *How can districts identify students who may be appropriate to refer?*

Potential student referrals may be identified when the district's individual assessment and planning processes reveal that VESID or CBVH services will be necessary to help the student successfully achieve employment, either immediately upon leaving school or following additional vocational training or post-secondary education. Indicators for VESID or CBVH participation in planning for transition include:

- ✦ the student's need for an in-school vocational rehabilitation service that is not mandated for districts to provide;
- ✦ the student's need for adult vocational rehabilitation services after he/she will leave the district program.

✦ *What are the criteria for making referrals to VESID or CBVH?*

The Joint Agreements between the Office of Elementary, Middle, and Secondary Education (EMS), VESID, and CBVH identify criteria for referring youth with disabilities to VESID or CBVH. Referrals to VESID or CBVH of students with disabilities should be made when:

- ✦ The student is expected to exit school within two years.
- ✦ The school, student, and/or parents (or legal guardians) jointly recognize that the student's disability will interfere with the student's ability to work in the community and that adult vocational rehabilitation services are necessary to help the student successfully achieve employment; and

◆ The vocational rehabilitation services that the student requires are not available through programs and services mandated for the school to provide.

It is critical that the referral be the result of an active transition planning and service process. This is evident when:

◆ For a special education student, transition services are indicated in the IEP; or

◆ For a student with disabilities who is not receiving special education services, the student's annual guidance plan reflects desired adult outcomes, transition planning, and services.

Parents and students can apply directly for services from CBVH or VESID without a referral from the school. If the student is 18 or older and has no legal guardian, the student can make this decision independently.

◆ *What is the process for making referrals to CBVH or VESID?*

When referring students to VESID or CBVH, the school district must ensure that certain steps have been followed:

◆ The building principal or his/her designee has been established as the transition liaison within school to work with VESID and CBVH to ensure a consistent point of contact and coordination between systems.

◆ The referral is the result of a thorough assessment and planning process (e.g., annual guidance review or IEP annual review) that recommends adult vocational rehabilitation services are necessary to assist students with disabilities to successfully achieve adult employment.

◆ Consent for referral and for release of information has been obtained by the school from the parent, legal guardian, or from the student, as applicable.

◆ The CSE, guidance counselor, and other school personnel transmit complete referral information, including:

a) A referral transmittal sheet or letter that explains the purpose for the referral; and,

b) *Selected* documents that describe the student's disability, needs, preferences, interests, and skills (e.g., interpersonal, work, academic, independent living). Preferred documentation is that which describes the student's current abilities, work related limitations, and service needs in functional terms that are relevant to vocational rehabilitation and achieving employment.

THE IMPORTANCE OF ROLE MODELS

One of the best ways to influence the dreams and aspirations of students is to provide them with opportunities to learn about or meet positive role models with whom they can identify. Presenting strong female and male role models for students with disabilities is particularly important because, until recently, high-achieving persons with disabilities were all but invisible in our society. Parents and community members, other students, and historical and contemporary public figures can all serve as positive role models.

✦ Inviting Adult Role Models With Disabilities Into The Classroom

1. Role Model Directory

Create a directory of people with disabilities in your community who are willing to speak with students. Meeting these role models will both raise awareness and increase motivation. Names of role models may be obtained by contacting the office for services to students with disabilities at local colleges; the personnel office at the Independent Living Center; rehabilitation agencies; and self-help organizations. You may also identify people by placing a notice in public libraries, etc., stating that you are looking for role models with disabilities to participate in educational activities.

2. Preparation

It is important to prepare both the role model and the students for their session together. Role models can be invited into the classroom throughout the year in a way which supports the curriculum in all of the content areas, while introducing students to a variety of careers. Let your visitor know the age and interests of the group; what they have been studying to lead up to the visit; the kinds of questions which might be asked. Help the students prepare their questions and phrase them appropriately, guiding them to ask the following kinds of questions:

- ✔ What is a typical day on your job like?
- ✔ What parts of your job are most enjoyable? most difficult?
- ✔ Do you require any special equipment to do your work?
- ✔ Do you have to work harder than other workers in order to get your job done?
- ✔ What is the salary range for the career you have chosen?
- ✔ What are the chances for promotion?
- ✔ How do you use math, science, and computer skills in your job?
- ✔ What is it like to be a woman/minority/person with a disability in this job?
- ✔ What kind of education do you need to do this kind of job?
- ✔ Did you have to go to any special training programs?
- ✔ When you were in school, did you think about what kind of work you wanted to do?
- ✔ Did your disability have any impact on your choice of a career?
- ✔ Did you have trouble getting a job because you have a disability?
- ✔ How did you decide on this particular job?

Since research indicates that girls, in particular, learn best in an atmosphere of social connectedness, the most effective role models will connect with students as a "real person" who is working in a real job. Female role models with disabilities, in particular, should be ready to discuss, not only what they do on the job, but the impact that the job has on their private and family life, on their interests and life goals. The key is that roles models must be presented in such a way that students can--and want to--identify them.

When a role model is able to establish this kind of personal and professional connection, students can begin to imagine how various careers would impact their lives. And the connection is mutually beneficial: Sharing their experiences to help students with disabilities expand their academic and career options can be very satisfying to an adult who has a disability and has worked hard to succeed.

3. Older Students as Role Models

Sometimes the most effective and readily available role models are older students who are successfully pursuing their academic and career goals. They can usually relate easily and convincingly with younger students, supporting your career exploration and recruiting efforts in a variety of ways:

- ✦ Student role models with disabilities can act as recruiters, speakers, and tutors. Ideally, they might earn a stipend for this work. If this is not possible, they will at least earn the appreciation and "status" of respected volunteer workers.

- ✦ Participate in career days or career exploration activities.

- ✦ Set up meetings for them to discuss with your recruiters and counselors the factors which influenced them in their choices.

- ✦ Request their permission to use their photographs in public relations and recruiting materials.

4. Peers as Role Models

It is important to develop ways in which students with disabilities can spend time with each other, sharing experiences and encouraging each other to pursue their goals with determination and hard work.

One way to encourage this interaction is to offer a peer leadership program. If such program already exists, recommend outstanding students with disabilities to become part of the program. These students can have a positive influence on their non-disabled peers, as well as on other students with disabilities. They can also promote understanding and acceptance of disability issues for teachers, counselors, parents, business personnel, and community leaders.

Make sure that the peer leaders receive recognition for their efforts. Encourage them to participate in career days, to speak at meetings, and represent the school at community activities. Be careful not to focus too much on their disabilities. Present them as outstanding students who happen to have a disability.

5. Role Models from History and Contemporary Culture

We are learning now that individuals with disabilities have made significant contributions throughout history--and they continue to do so today. Meaningful assignments which highlight the contributions of persons with disabilities can be incorporated not just into history classes, but into all content areas, at all levels.

Examples of people with disabilities can be included in materials prepared for special occasions, national holidays, or "recognition months." (For example, the following pages include an article on Harriet Tubman which could be used in February for Black History Month. The "Invisible But Unforgetable" article could be used as a teaching aid or reading assignment for Women's History Month, in March. Information about Disability Awareness Month which varies from community to community can be obtained from the office of the Mayor or the Governor.

Newspapers and magazine articles are a good source of information about persons with disabilities who have done, or are doing, news worthy activities which should be included in discussion of current affairs.

NOTE: The resource section of this guide includes two bibliographies of disability-related materials which are available for free loan from the Career Options Resource Center. Women's History, Black History, and/or cultural diversity catalogs are another source of materials which are disability specific. You can receive a women's history catalog of culturally diverse materials by writing or calling:

National Women's History Project
7738 Bell Road
Windsor, California 95452
(707) 838-6000 FAX (707) 838-0478

"... As she opened the locked gates of my being, my heart leapt with gladness and my feet felt the thrill of the chanting sea. Happiness flooded my being as the sun overflows the earth and I stretched out my hands in quest of life."

- Helen Keller speaking about her teacher and mentor Anne Sullivan Macy.

"I'm having my leg amputated tomorrow. Book my next engagement for April."

- Sarah Burnhardt in a note to her agent.

"My biggest handicap is not my vision; it's throwing the shotput and javelin."

- Visually impaired olympic hopeful Marla Runyon, in an interview for New York Times.

MODEL FOR BUILDING SELF-ESTEEM THROUGH GROUP INTERACTION

Self actualization, esteem, and advocacy are all issues which are difficult for teenagers, especially female teenagers. These issues become even more complex if the teenager has a disability. During the spring of 1993, the Career Options Institute piloted a self esteem model with adult women with disabilities. This model utilized the benefits of peer support and group problem solving to address issues around the development of self esteem. We believe that many of these techniques are viable regardless of gender. Therefore what follows is an excerpt from the issue paper, "A New Opportunity for Girls and Women with Disabilities, July 1993. This paper was produced as a result of that pilot training.

A NEW APPROACH

Traditional counseling has most often used a nondisabled professional to counsel the person with a disability to accept her/his lot in life, conform to the expectations of "normal society", and emulate "normal" methods of participation.

With the inception of Independent Living Centers in the early 1970's, persons with disabilities began to advocate for themselves. Peer to peer counseling became more widespread. Peer counselors, in this instance, are persons with disabilities who share experiences with each other. Although they do act as role models, the peer to peer connection is both enhanced and limited by the experiences of the counselor.

In order to most effectively advocate for oneself, a person with a disability must first have developed a certain degree of self esteem or self actualization. This is especially important for the woman with a disability. She, like her nondisabled peers, has lost considerable self confidence during her adolescent years. Additionally, she has been channeled away from many social events and curricular interactions by the structure of the special education system and/or her specific "special needs." These, coupled with society's obsession with perfection, leave the woman with a disability in need of some opportunities to explore her own abilities in a safe environment. Just such an opportunity is provided in the

"Building Self Esteem through Group Interaction" model outlined below. This model expands the underlying philosophy of the peer counseling/support model by encouraging fun and interaction in a group setting. The facilitator becomes the primary role model because she is also a woman with a disability.

The four components of self esteem -- identity; control/power; role models; and safety are woven through a series of six experiential workshops in which the participants take part in games, activities, and discussions. These are designed to draw the women beyond their everyday interaction with other people and toward a better understanding of themselves and each other.

✓ **Workshop I -- Identity.** This workshop is designed to help the women begin to talk about themselves at different phases of their lives. Certain rituals are established such as the sharing of appreciations and resentments.

✓ **Workshop II -- Role Models.** The purpose of this workshop is to discuss the importance of role models. Group activities placed the women in a variety of different roles.

✓ **Workshop III -- Group Problem Solving.** This workshop focuses upon the benefits of group problem solving. Discussion includes what to do when an issue or problem is "unsolvable."

✓ **Workshop IV -- Perception.** The subject for this workshop is how other people perceive the woman with a disability and how she contributes to the way in which other people perceive her.

✓ **Workshop V -- Control/power.** This workshop discusses how to use the information and control that everyone does have, regardless of their abilities, to make appropriate decisions and choices.

✓ **Workshop VI -- Safety/Security.** This session explores how to present oneself as confident and assured while remaining cognizant of limitations and vulnerabilities.

All workshops are supported by hand-outs which are provided in alternative formats and are topic relevant. The series is concluded by awarding certificates of accomplishment to all participants, highlighted by Eleanor Roosevelt's words: "No one can make you feel inferior without your consent."

PILOT

This model was piloted in the spring of 1993 at the Capital District Center for Independence. CDCI already had a women's support group and management was looking for new ways to generate enthusiasm. Eight women registered for the series of six one-and-a-half-hour workshops. The women were helpful and supportive of each other. They were a pleasure to work with and provided an opportunity for us to learn as well.

As model designer and group facilitator, the Career Options Institute found that we had to modify and redesign the workshops as issues were presented by the women. The original agenda was written for a group which had no cohesion. We found the women to be willing to participate and comfortable in their environment. They were excited about new techniques and methods of introducing topics for discussion. They asked for more support materials and activities.

Based on the pilot implementation, Career Options now recommends that each workshop be expanded to at least two hours. More time is needed for debriefing after activities and for discussions. Fluctuation in the number of participants from week to week made it necessary to substitute activities in some sessions, and points out the importance of flexibility in implementing the model.

IN CONCLUSION

The most salient aspect of this model is that it allows the woman with a disability to have experiences which are not routine but are handled in a fun and supportive manner. The activities act as "deinhibitizers" with the goal being that each woman will view herself and her abilities in a more positive manner. The model enhances the peer counseling/support model by providing group support for self understanding and exploration. The peer counseling model most often provides basic life skill training on a one to one basis. The fact that the group facilitator of this new model is also a woman with a disability strengthens the effectiveness.

For more information about this model, contact the Career Options Institute.

A MODEL FOR RISK TAKING AND CONFIDENCE BUILDING

There are a variety of techniques which could be implemented to help students with disabilities to become more self actualized, competent, and comfortable with the environment and the community. The Career Options Institute has had considerable success using some of the games, initiatives, and activities adopted by Project Adventure. We have used them with adult women, teen women, and women with disabilities, as well as with middle school girls who are feeling the pressures adherent to adolescence. Because the activities encourage taking risks in a safe and supportive environment, the young women are able to try new things and be comfortable at the same time.

Below are some examples of activities which could be used with students with disabilities.

✦ CITY SEARCH: AN URBAN EXPLORATION

The City Search, an alternative group and individual challenge activity, offers some unique possibilities for individualizing the experience. The purpose of the search is to set up a learning situation in which a group of individuals collects information related to a particular topic or focus using a "scavenger hunt" format. The search is conducted in a city, or section of a city, unfamiliar to group members. They are given specific tools and resources to plan and implement the challenge of finding their way in unfamiliar territory.

✦ Teams

The first step in planning the City Search is to create teams of four or five individuals who will work together in planning and problem solving, as well as forming a physical unit for exploring the city. Each team should be assisted by a group facilitator who has the overall knowledge of the Search. This person does not have to be familiar with the city or section of the city to be explored. These teams will conduct the search and prepare a report for the whole group.

✦ Tools and Resources

Each group is given a list of questions to be answered and materials to be collected. In addition, there are general evaluative questions about environments, efficiency, and convenience. Each group must enter and leave the city center by public transportation. A set of appropriate tools might include: maps, city guides, telephone books, bus or subway schedules, $ for public transportation, pay phones, lunch, and incidentals (a budget is helpful), notepads, pens and pencils, camera, backpacks.

✦ Planning the field trip

Schedule some time the day before the City Search to divide the group into teams, distribute the assignments and the tools, and review the details of the planned field trip. Give each of the teams two hours to plan their particular exploration. At the end of the planning time, meet with the whole group and review the following:

✦ Meeting place

Everyone should meet at a place that allows parking and access to public transportation. Establish car pooling groups, a meeting time, and plan for handling missing persons. A "team buddy" system will make each team responsible for the individual members, and simplify the phone tree for emergency no-shows or lateness. It is critical that the group not be left waiting for a person who is not coming or late, without prior knowledge that this will occur.

✦ What to wear and bring

Agreement on appropriate, comfortable clothing is helpful. Teams should establish division of labor on carrying tools and resources and any other duties.

✦ Lunch and finish times and places

Establish a time and place for the teams to meet for lunch. Decide on the ending time, considering the various schedules and family responsibilities. Be sure to include the transit time back to the parking place.

✦ Report on the Search

Review the expectations for the report from the teams to give them an opportunity to do some planning while they are collecting information. Schedule at least 20 minutes per team for these reports on the day following the field trip.

Note: The City Search is most useful with groups who do not have experiences on a regular basis in cities. Suburban and rural dwellers, or groups who live exclusively in one urban neighborhood, are most appropriate for this activity.

✦ City Search Information to Collect

✔ How and where to: Get bonded; apply for a driver's license; apply for food stamps; register to vote; obtain a copy of a birth certificate; request a copy of your social security card and statement of earnings.

✔ Find job announcements and collect applications for city, county, state, and federal jobs. Be able to describe the process of applying and testing for each.

✔ Locate means of entering the city by airplane, train, and bus.

✔ Interview a resident who has lived in the city for at least 10 years.

✔ Identify educational programs available for: GED, postsecondary technical, and liberal arts study. Select one that you are interested in and prepare to sell it to the group.

✔ Plan an evening of entertainment for yourself and a family member or close friend, with ticket prices, hotel, and meals defined.

✔ If you have an accident in this city, how do you get help?

✔ What is the highest point in the city (building, natural structure)?

✔ Select a place in which you would like to work, and explain your reasons.

✔ Where could you go to "work out" or engage in physical fitness activities?

✔ Identify a structure that is a "symbol" for the city and learn the history of that symbol.

✔ Compare the prices on all forms of transportation in the city (public transit, taxi, limo, etc.)

✔ Locate the nearest public library; select a book you want to read, record the name, author, and call number, and find out how to apply for a library card.

Note: These are suggested questions and activities. The list can be extended and adapted to apply to any specific group situation. That is the challenge for group facilitator. Good luck.

ROLE MODELS WITH DISABILITIES INVISIBLE BUT UNFORGETTABLE

By Rita S. Eggert

Stereotypes are created by the labels society places on certain groups of people. These stereotypes create biases which are either consciously or subconsciously absorbed by our young people. Occasionally, someone defies those stereotypes and accomplishes more than what society expected them to do. These persons should be considered role models because they overcame a great deal to lead full and productive lives.

Often, when stereotyping, labels are created which are unfair and humiliating. "Awkward," "intractable," "retarded," "uneducable," "burdensome", are all labels which were once placed upon a number of women who deserve recognition for their accomplishments. These women just happened to have a disability.

They were fortunate! The majority of women with disabilities remain unseen and either unemployed or under-employed. Their disability becomes another layer of bias beyond that which was already created by their gender and race or ethnic origin. These women are often either overprotected or rejected by their families. They may have grown up without having contact with other women and girls with disabilties. The media portrays them as imperfect, helpless, sexless burdens.

Some women have managed to overcome those biases and their recognition can help others to strive to better themselves. Here are some profiles of those women we feel are noteworthy as role models for all young people today.

From intractable to admirable: Harriet Tubman contributed significantly to the historical picture of our country. She was a black woman who was born into slavery in Maryland during March 1820. She was labeled intractable (disobedient) by a mistress at age eight, and developed epilepsy at age twelve after being injured by an over-seer. Harriet never knew when she might fall into the "sleeping sickness." She learned quickly that her survival was directly tied to leading a productive life. As a child, she faced criticism and mockery from her master who labeled her an animal. As a young woman, she was abandoned by her husband because of her beliefs and desire to be free. She refused to accept this mistreatment, survived, and went on to lead three hundred slaves into freedom along the Underground Railroad. She became so admired by other black people that they began to call her "Moses." (Heidish, 1978)

From lonely child to community leader: Jane Addams was born with a congenital spine defect which left her awkward and disfigured. Her father thought that if he bought her beautiful things it would make up for the rejection and loneliness she felt. She dedicated her life to helping the poor in her community. She taught them nutrition, cleanliness, and home decorating. She established the first prototype (model), of a neighborhood center when she founded Hull house. Jane Addams was co-recipient of the 1931 Nobel Peace Prize. (Asch, Fine et al. 1990)

From retarded to PhD.: Chemistry professor Anne Barret Swanson is a person of short stature and has brittle bone disease. Her parents were told that she would be retarded and probably would not live to adulthood. She beat the odds and has a PhD. in Biochemistry. Anne teaches chemistry at a college in California. (Agency for Instructional Resources, 1989)

From invalid to world champion: Wilma Rudolph, (1940-1994), was almost paralyzed after suffering from polio at age four. She could not walk again until age eight. Wilma started playing basketball and running during high school in an attempt to strengthen her legs. She became the first American woman to earn three gold medals at the 1960 olympics by winning the 100 meter, 200 meter, and 400 meter races. (Asch, Fine et al. 1990; Funk and Wagnall, 1993.)

From dancer to blind woman to prima ballerina: Alecia Alonzo founded the Ballet national De Cuba, (a school of dance), and became a world renowned prima ballerina even after she started to loose her sight. She starred in many productions and even taught dance for almost twenty years after critics thought she should retire because of her disability. (Asch, Fine et al; 1990. Funk and Wagnall, 1993)

From uneducable to physicist: June Rook, who is now a physicist at a naval weapons facility, could not attend school until age ten. There were no accessible schools in Mississippi. Ms. Rook now uses metal sleeve crutches and braces in order to get around. (Agency for Instructional Resources; 1989)

From "idiot" to instructor: During the early 1800's, persons who were deaf, blind, or dumb were considered to be "idiots" by the legal system. Samuel Gridley Howe disagreed with this belief and felt that all human beings could be taught. He attempted to change that stereotype when he taught the seven year old Laura Bridgeman sign language and tutored her so that she became the first deaf/blind woman to graduate from the Perkins Institute, Watertown, Massachusetts, 1837. Miss Bridgeman stayed at the Institute and later taught Ann Sullivan the manual alphabet. (Keller, 1954)

From burden to caregiver: Ann Sullivan, who went on to become teacher, mentor, companion, and friend to Helen Keller was abandoned by her parents as a young child when they discovered that their daughter was legally blind. Ms. Sullivan became a ward of the state when she was placed in an orphanage. She was discovered there and taken to the Perkins Institute to be educated. She went on to lead a full and productive life which included marriage to John Macy. (Keller, 1939)

Helen Keller expressed her gratitude to Ann Sullivan in this way. "Out of the orb of darkness she led me into golden hours and regions of beauteous thought; bright spun in love and dreams. Thought buds open softly in the walled gardens of my mind. Love flowered sweetly in my heart. Spring sang suddenly in all the silent nooks of childhood and the dark night of blindness shown with the glory of stars unseen. As she opened the locked gates of my being, my heart leapt with gladness and my feet felt the thrill of the chanting sea. Happiness flooded my being as the sun overflows the earth and I stretched out my hands in quest of life." (Keller, 1954)

From average citizen to world renowned advocate: Judith (Judy) Heumann, who had been a wheelchair user most of her life after becoming ill as a child with polio, was confronted by an attitudinal barrier when she applied to become a teacher in the New York City schools in 1969. She was refused a position because of her disability. Ms. Heumann sued and won the right to teach there. She has since become an advocate for disability rights and was appointed Deputy Secretary of Special Education and Rehabilitative Services by President Clinton in June, 1993. (U.S.Government Press Release, June 1993)

In the 1990's, women with disabilities are beginning to unravel society's cloak of ignorance which has kept them stereotyped as invisible and unwanted. However, it is not just their responsibility. It is the responsibility of all of us to become more educated and aware of our own biases so that all the attitudinal and programmatic barriers are removed.

Most difficult is the barrier described by writer Nella Braddy: "We have been trying to interpret what she feels by what we feel. And she, whose greatest desire has always been, like most of the handicapped, to be like other people, is trying to meet us halfway. So it is that we find ourselves in the end where we were in the beginning--on opposite sides of a wall. Little bits have crumbled away but the wall is still there and there is no way to break it down." (Braddy, 1933)

Computer science; biochemistry; medical technology; politics; photography; writing; athletics; race car driving, acting! Advances in technology and federal regulations are greatly increasing career options for persons with disabilities. But we need to spread the word. Girls and young women with disabilities and their nondisabled peers (and their parents, teachers, and caretakers) need to hear about women with disabilities who have "made it." And we all need to recognize what Reverend Jessie Jackson stated most eloquently: "If your mind can conceive it and your heart can believe it, then you can achieve it."

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*Titles labeled with an RC number are available on 4-track audio cassette from the New York State Library for the Blind.

MORE ROLE MODELS -- WOMEN WITH DISABILITIES

The following women with disabilities have the kind of determination and belief in themselves that is necessary to compete in today's workforce and participate in community life.

Adriene Asch, who has a visual impairment, is an Associate Professor at Boston University. She was a member of Hillary Rodham Clinton's task force on medical ethics. She is co-author of **Women and Disability**, as well as eight other publications.

Sarah Bernhardt was an actor of the late 1800's and early 1900's. She had a leg amputated at age seventy but continued to act and wore a prosthetic leg. Long dresses hid the wooden device. She exemplifies courage and determination. She wrote in a letter to her agent from the hospital, "I'm having my leg amputated tomorrow. Book an engagement for April."

Linda Bove is a member of the Theater of the Deaf. She appears regularly on Sesame Street and has also appeared on the soap opera, **Search for Tomorrow**, as well as the situation comedy, **Happy Days**.

Laura Bridgeman was the first deaf-blind person to graduate from the Perkins Institute in Watertown, Massachusetts, in 1837. She was tutored and coached by Samual Gridley Howe. She remained at the school and was responsible for teaching Ann Sullivan the manual alphabet.

Marca Bristo who is the President and CEO of Access Living of Chicago was named as Chairperson of the National Council on Disability by President Bill Clinton. She is the first person with a disability to serve in that capacity.

Martha Bulk has athetoid cerebral palsy. She is an associate programmer at a University Computing Center in Ohio. She enjoys reading, movies and music.

Sylvia Chase is a network news reporter. She is diabetic.

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Maria Cimeni is a clinical psychologist who is blind. She believes that some clients prefer to see her because she cannot draw conclusions about them because of their appearance.

Rita Corey founded a musical theater which incorporates sign language, music, and dance into the productions. Ms. Corey has a hearing impairment.

Diedra Davis became a wheelchair user after a tumor paralyzed her lower body when she was nine. She wanted to become a neurosurgeon, but felt a need to help other blacks. She became an attorney. She competes in wheelchair tennis. She was also involved in the independent living movement.

Lindy Decker, who is deaf, is gaining notability as a pro-am bowler. Her colleagues on the tour do not identify her as a woman with a disability, but as a dynamic bowler.

Linda Down was the first woman on crutches to complete the 1982 New York City marathon. She was named athlete of the year by the United Cerebral Palsy Association.

Michele Drolet became the first woman on the U.S. Paralympic Ski Team to win a medal in cross-country skiing at the games in Lillehammer, Norway. Ms. Drolet, who is blind, won the bronze medal in the 5K race. She is employed as manager of community relations at the Seeing Eye.

Sandy Duncan played Peter Pan on Broadway, starred in movies and two situation comedies. Ms. Duncan's sight is limited to the use of one eye.

Nannette Fabray is an actor who is hearing impaired. She was a regular on the **Mickey Mouse Club** as a child.

Christine Loya Hicks started Studio City Travel in Los Angeles. She became a wheelchair user after she had polio.

Rosalie Hixon was an athlete who was paraplegic. She was named outstanding athlete at the first Panamerican Special Olympic games.

Linda Hunt is an actor of short stature. She won the 1981 Academy Award for **The Fear of Living Dangerously**.

Christina Jahnke is employed as a graphic artist. She also enjoys and teaches figure skating to children. Ms. Jahnke was born with only one arm.

Geri Jewell is an actor who has cerebral palsy. She writes and performs comedy. She played cousin Geri on the situation comedy, **Facts of Life**.

Deborah Kendrick, who is visually impaired, writes a biweekly newspaper report about disability in the **Inquirer** in Cincinnati, Ohio. She was named the 1993 Role Model for Women by the Ohio Chapter of Women in Communications. She has also won the American Foundation for the Blind Access Award for her contribution to the area of disability. She is the founder and editor of "TACTIC," a magazine about adaptive technology. Most recently she has written three books that are of interest to those with visual impairments. They are available in braille, large print, and on cassette from the American Foundation for the Blind.

JOBS TO BE PROUD OF--$19.95
CAREER PERSPECTIVES--$16.95
STUDENT TEACHING GUIDE--$12.95

Jill Kilmont was a skier with olympic potential when she became quadriplegic after a skiing accident. She was unable to attend college to receive a teaching certification until she obtained a promise of a job from a school. This practice became illegal after passage of the 1973 Rehabilitation Act.

Dorthea Lange was a famous 20th century photographer who had polio.

Marlee Matlin won the 1987 Best Actress Oscar for **Children of a Lesser God**. Ms. Matlin is hearing impaired.

Kathy Miller won the 1978 International Valor in Sports Award for Running. Ms. Miller was disabled by a car accident.

Mary Tyler Moore starred in the Dick Vandyke Show and the Mary Tyler Moore Show. Ms. Moore is a diabetic.

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Kitty O'Neil is a race car driver and stunt woman in Hollywood. She was the stand-in for Linda Carter during many of the **Wonder Woman** episodes. Ms. O'Neil is hearing impaired.

Lorraine Poor is a scientist. She works as a medical technologist at a medical laboratory in California. She developed scoliosis after post-polio complications. She uses a wheelchair. She is a mother. She goes scuba diving, skiing, and hiking with the Sierra Club.

Terri Seitz-Brown is a teacher who is paraplegic. One of her students is assigned to push her wheelchair weekly.

Nansie Sharppless, who is hearing impaired, is a researcher in neurochemistry. She was three time winner of the Michigan Lip Reading Contest.

Heather Whitestone is the first woman with a disability to be named Miss America 1994. Miss Whitestone, who is deaf, prefers to read lips and speak, rather than to use sign language interpreters.

Frances Woods was a dancer in the 1930's. Ms. Woods was hearing impaired.

Trischa Zorn was the first blind person to win a full athletic scholarship to the University of Nebraska for swimming. She was named outstanding athlete at the 1992 Paralympic Games in Barcelona. She won 12 medals for swimming, and 6 of them were new world records. She was the first winner of the Hal O'Leary "Meeting the Challenge" Award. She now teaches third and fourth grade students who have special needs.

MORE ROLE MODELS -- MEN WITH DISABILITIES

History has been kinder and more receptive to men with disabilities. Some of the more notable are listed below:

- Abraham Lincoln
- Albert Einstein
- Franklin Delano Roosevelt
- Steven Hawkings
- Louis Braille

Famous musicians and artists with disabilities include:

- Johan Sabastian Bach
- Ray Charles
- Stevie Wonder
- Ronnie Milsap
- Teddie Pendergrass

Some contemporaries such as Ed Roberts, Justin Dart, I. King Jordan, Evan Kemp, Bob Williams and Frank Bowe have made themselves known to politicians in Washington. Their influence, advocacy, and forthrightness have contributed to the changes in the way Americans with disabilities are viewed.

Other men became famous because the items they invented for use by persons with disabilities eventually improved life for everyone. Charles Thurber who patented the first successful typewriter in 1893 had created it for use by the blind. Alexander Graham Bell was trying to find a device that would help his mother hear and communicate better, when he invented the telephone.

RECRUITMENT AND RETENTION OF STUDENTS WITH DISABILTIIES IN SCHOOL-TO-WORK PROGRAMS

✦ *RECRUITMENT*

Before designing a plan to recruit students with disabilities, you will want to determine whether your program is truly accessible. You can use the materials on accessibility found in the BARRIERS section of this guide to help you identify the barriers which might interfere with a student's ability to participate in your program. You will also find suggested strategies to overcome those barriers.

STRATEGIES FOR RECRUITMENT

✦ Let junior high and middle school guidance counselors and advisors of student groups know of your interest in recruiting students who have disabilities. Invite them to bring groups of students to visit your classrooms, and offer to provide speakers (either students or faculty) who can provide first hand descriptions about the way your program is run.

✦ Include a phrase or statement in all announcements and promotional materials which states your intent to include students with disabilities in your classroom/ program. Emphasize your preparedness and/or interest in assisting students with disabilities to enter, remain in, and complete your instruction.

✦ Sometimes the inclusion of public transportation information can help to encourage students with disabilities to consider your program/class.

✦ Publicize your program in newsletters and other media which target people with disabilities.

✦ Establish an advisory committee to assist you in preparation for and recruitment of students who have disabilities. Make sure there is diversity in the representation on the committee. For example, include rehabilitation professionals;

special education instructors; employees of Independent Living Centers; parents of students with disabilities; professionals with disabilities, etc.

✦ Investigate the availability of incentives and/or scholarships to heighten the interest and the potential participation of students with disabilities.

✦ Represent your program at job fairs, career days, and any other activities where you can make useful contacts. Discuss your program with potential students, as well as with employers who may be able to provide workplace experience and job placements.

✦ Offer to speak about your program to support groups of parents of students with disabilties, encouraging them to help their children investigate a variety of career preparation opportunities. If you are not aware of any such groups in your area, use your local media to publicize a time when these parents can visit your site with their children to become familiar with your program.

✦ Contact disability-related organizations and rehabilitation counselors to help you identify and recruit potential students. Let the agencies know that you would also like to find successfully employed persons with disabilities who would be willing to function as role models or mentors for your students.

✦ RETENTION OF STUDENTS WITH DISABILITIES

Students with disabilities have many of the same basic needs as nondisabled students. They all need a comfortable and welcoming environment in which to learn. Providing a comfortable environment to the student with a disability is more than meeting physical needs. It is also important to provide an atmosphere of acceptance, flexibility in curriculum and time frames, as well as an understanding of the difficulties which may arise regarding assistive technology and/or transportation.

At the same time you are trying to recruit students with disabilties into your program, you can be anticipating ways in which you can increase the likelihood that they will persist and be successful in completing it:

- Learn as much as you can about assistive technology which could be used within your classroom and related workplace environment.

- Visit work sites where assistive technology is being used to give you a better understanding of how it actually works.

- Determine where you can obtain instructional materials in alternative media, such as braille, large print, audiotape, etc.

- Learn about the public transportation system in your community and how it serves individuals with disabilities.

- When you approach employers about internships and shadowing opportunities, include success stories about work placements for students with disabilities to prepare the way for successful placements.

- Have your site assessed for physical access. Adjustments may need to be made in order to meet the needs of the student/trainee with a disability. A mobility instructor may need to help the student/trainee become familiar with the setting.

- VESID/CBVH Counselor or job coaches can determine whether safety factors are an issue which need to be addressed. They can also assist with program/training evaluation tools/techniques which are most appropriate to the individual. Some of these assessments will identify individual strengths and weaknesses AND HOW THEY MAY AFFECT the training program. How ever, not every student/trainee who has a disability will need this supportive assistance.

✦ Job coaches and/or mentors can assist with the training process and assist the student/trainee to feel more comfortable and accepted in the class/training environment.

Here are some strategies to keep in mind when planning assignments for students with disabilities to increase their chances for success:

✦ Provide clear, thorough explanations of assignments through different methods, outlines, oral, on tape, written, etc. Offer opportunities to apply learning as soon as possible so that students can perceive the benefits of their work.

✦ Emphasize cooperation and learner involvement in order to accelerate learning and foster self-direction.

✦ Involve students in any decision regarding the use of assistive technology, but do not expect them to have all the answers. You may need to consult with a vocational education counselor or expert in assistive technology.

✦ Many assistive technology devices are provided according to specific needs and may not be easily repaired or replaced. Develop a backup plan to use in case the equipment malfunctions and has to be serviced.

✦ Some students might need to rely on paratransit or public buses with lifts to get to assigned locations. This may create some variation in the arrival and departure times for the students on a daily basis. Discuss with the student options for assuring timely arrivals and departures. Help the students to determine which aspects of their transportation they can control, and which require a back up plan for dealing with potential problems.

✦ Some disabilities may limit the stamina of the student. Remain consistent in your expectations for course completion, but understand that performance may vary according to how the student is feeling.

✦ Provide regular feedback to the student as soon as possible after performance. Praise effort and success, while providing constructive criticism when improvement is needed.

✦ Make sure that all building personnel are familiar with the individual needs of all students with disabilities enrolled in your program. Help students establish rapport with other staff members who can provide a support network for them.

✦ Peer mentors may help the student with a disability to feel comfortable and accepted by the entire class. Help establish these relationships with other students, whether or not they have disabilities.

✦ Sometimes a class assignment can be built around solving a particular problem for a student who has a disability. Construct it as a group problem solving, community-based learning activity. Oftentimes, the students have excellent solutions and it will enhance their disability awareness and sensitivity.

✦ Encourage an open dialogue with all your students, but especially those who have disabilities. Assure your students that you are receptive to their feedback about the course and encourage their suggestions and advice.

✦ Publically recognize student achievement, time invested, and dedication at both the classroom and program-wide levels.

SCHOOL-TO-WORK
AND STUDENTS WITH DISABILITIES

When we think about school-to-work, we think about bringing examples of the world of work into the classroom or of providing opportunities for students to do job shadowing, have work experiences, talk to employed people, have internships, etc.

When we think about establishing these connections for students with disabilities, a number of logistical questions and safety concerns come to mind. However, establishing these connections and opportunities for students with disabilities IS possible--and already being done successfully.

Several BOCES programs have already created connections for "real work" experiences for students with disabilities through their vocational training programs. Corporations such as McDonald's or the Marriott Hotel chain sponsor training programs specifically for workers with disabilities. Other opportunities may be found by contacting national disability-related agencies, several of which have internships available. (The National Industries for the Blind, for example, routinely offers experiences in manufacturing and/or management internships for college graduates who are legally blind.)

✦ Model Programs for School-to-Work

A growing number of local school-to-work projects provide work experiences designed specifically for students with disabilities. According to the **SCHOOL-TO-WORK REPORT**, January 1996, (Business Publications, Silver Springs, Maryland), one such school-to-work model exists in Sarasota, Florida. Fourth and fifth graders who have disabilities are given an opportunity for "real" work experience at two local restaurants and one local grocery store. Each student may have an opportunity to do job shadowing for 90 minutes a week. An additional component of the program is computer literacy skills training. The students must complete all homework assignments and dress appropriately in order to participate in the program. (For more information about this Job Shadowing Project, contact Brent Albert at 941-361-6230.)

Other school-to-work projects highlighted in this issue of **STW REPORT** include:

- ✦ Life Skills Transitional Program, Houston Community College. (for high school seniors) For information contact Dennis Heller, 713-630-1864.

- ✦ Rural Transition Program, Sturgis, S.D. (for children, youth, and adults) Contact Randall Morris at 605-347-4467.

- ✦ The Vocational Education, Community Transition, Occupational Relations (VECTOR) Program, Plymouth, MN. (for students ages 18-22) Contact: Darla Jackson at 612-536-0872.

- ✦ Work Resource Program, San Francisco, CA, (for high school juniors and seniors) Contact: Kim Mazzuca at 415-391-3600.

Additional information may also be obtained from the School-to-Work Outreach Center; University of Minnesota; Institute on Community Integration; 102 Patee Hall; 150 Pilsbury Drive SE; Minneapolis, MN 55455. Telephone: 612-624-6300.

NONBIASED CAREER EXPLORATION

In order to identify an appropriate career for someone who has a disability, it is important to step away from the disability and look at the individual. A successful life plan and fulfilling career are best identified when interests, skills, values, self confidence, and the determination to succeed are taken into account. A good understanding of the essential requirements of the job being sought is also important, so that the correct assistive technology can be identified, when necessary.

This section includes six student activities which take a proactive approach toward identifying fulfilling careers for the student with a disability. The presence of a disability is not considered in the initial identification of career interests and job option exploration. Activity #5 was developed by the Career Options Institute in 1992. Activities #1, 2, 3, 4, and 6 have been adapted from **A RAINBOW PASSAGES WORKBOOK: Creating Careers with Confidence**, by Edward A. Colozzi, published by Vista Press, 1992).

Developing A Career/Life Plan

Students need a framework for developing a successful career/life plan which provides them:

- *an understanding of one's own interests, values and skills*
- *information about the kinds of jobs/careers which are available*
- *an assessment of future goals and lifestyle expectations*
- *a plan to combine education, work and personal goals*

STRATEGIES FOR USING THE STUDENT ACTIVITIES

The student activities in this section are designed to help students begin thinking about:

1. the kind of work they are interested in doing
2. the style in which they hope to live
3. how their parents and friends obtained their jobs and support their families.

✦ The Student Activity Sheets can be photocopied for your convenience. The questions will encourage students to begin thinking about their future and career preparation, and will give you insight into their needs for information and guidance.

✦ Ask a school or public librarian for bibliographies on a variety of jobs and career related materials. Students will need to have access to the following resources to help them identify the broad range of job titles available within each career category and complete the assignments outlined in the activities.

Dictionary of Occupational Titles
Occupational Outlook Handbook
Guide for Occupational Exploration

✦ Exposure to positive role models is important to all young people, especially to students with disabilities. Invite representatives from a variety of career fields to meet with your students, making sure to include professionals who have disabilities. Ask role models to discuss the academic, career, and life choices which have led them to their current situations.

✦ Finally, remember that these exercises are designed to keep expectations high, so do not place limitations on students' ideas. Disability is not an issue at this point. If the student discusses only disability in the day dreaming essay, it may indicate that s/he is placing unnecessary limitations on career goals by not recognizing individual abilities. Throughout your work with students, try to help them reach a realistic picture of their abilities and disabilities.

STUDENT ACTIVITY #1
WORKSHEET

SELF KNOWLEDGE AND ASSESSMENT

Think about the things you like and dislike. Answering the following questions on a separate sheet of paper will help get your thinking started. Once you identify what is most important to you, consider ways to include these values in your future plans.

✦ WHAT THINGS DO YOU ENJOY DOING?

Questions to help you identify your interests

1. Do you like to make things? (Use your hands.)

2. Do you like to create things? (Write stories or compose music.)

3. Do you like to do puzzles, word problems, or trivia games? (Use your analytical or thinking skills.)

4. Do you like to work alone or have lots of people around?

5. Do you like it quiet or noisy?

6. Do you prefer the country or the city?

STUDENT ACTIVITY #1
WORKSHEET (*continued*)

7. Do you want to work with plants or animals?

8. Are you always curious about how things work?

9. Do you like to take things apart and put them back together?

◆ WHAT THINGS ARE IMPORTANT TO YOU?

Questions to help you identify your values

1. Do you want to live near your family and/or friends?

2. What kind of lifestyle do you expect to maintain? (Do you want to own a car, have a family, travel, take vacations, etc.)

3. Are there certain things that mean more to you than anything else? If so, what are they?

4. Is it important that you be able to give money to charities or spend time volunteering in your community?

5. Is it important to you whether you own your own business, work in a major corporation, become a politician, enter the clergy....

6. If you plan to have a family, what kinds of things will you definitely want to be able to provide for them (i.e. swimming lessons, camping experiences, travel, college education, etc.?

STUDENT ACTIVITY #1
WORKSHEET (*continued*)

✦ WHAT TALENTS, EDUCATION, AND EXPERIENCES WILL YOU BRING TO AN EDUCATIONAL OR JOB SITUATION?

Questions to help you identify your skills

1. What kinds of activities do you enjoy doing?

2. What kinds of activities would you like to try doing?

3. Have you been trained to do something since a very early age, such as piano playing or gymnastics?

4. Have you been trained to use a particular piece of equipment, such as a computer?

5. Do you have specific chores or responsibilities at home? What skills do you use to perform them?

6. Do you have experience working in a part-time job?

7. Which academic subjects do you do best in? Why do you think you are successful in these subjects?

Think about your answers to these questions when you are reading and discussing information about different kinds of careers.

STUDENT ACTIVITY #
WORKSHEET

DO A LITTLE DAYDREAMING

Use a separate sheet of paper to write an essay about your ideal work situation. Be sure the essay includes the following information:

What kind of work would you do?

Where would you work?

What would your work setting look like?

Who would you work with?

What would your salary be?

Would you own a car, a home, an airplane?

Would you have a family to support?

Would both spouses work?

Where would you live?

Would you have kids to raise?

LIFE ROLES

Throughout your lifetime you will fill a variety of different roles. Have you ever thought about how these roles overlap, and how the choices we make in life affect all the roles we plan for ourselves? Do you know that the time we spend filling each role has a direct effect on the type of career we choose?

Some of the roles you either do play or can expect to play include:

1. Son/Daughter
2. Student
3. Worker
4. Homemaker
5. Spouse/companion
6. Parent
7. Retiree
8. Citizen

We fulfill these roles in a variety of different environments or places: home; school; community; work place; and retirement community.

Leslie's Bar Graph

A bar graph is a way of showing information by using a picture to demonstrate information. On page 17 you will find an example of a bar graph created by Leslie, an 18 year old female, who happens to have a disability.

The diagram of Leslie's life will help you see the roles she plays and plans to play throughout her life. Her life formula has been diagrammed to help you begin thinking about and mapping a chart for you own life.

Each bar on the graph represents a role that Leslie either plays now or one which she anticipates playing during her lifetime -- daughter; citizen; student; homemaker; spouse/companion; parent; worker; retiree.

Each bar is labeled with the role it represents, and below each bar are indicators of age beginning with birth at the left edge and proceeding with identified intervals across the page. Leslie has drawn arrows to indicate during which ages she believes that she should or will fill each role.

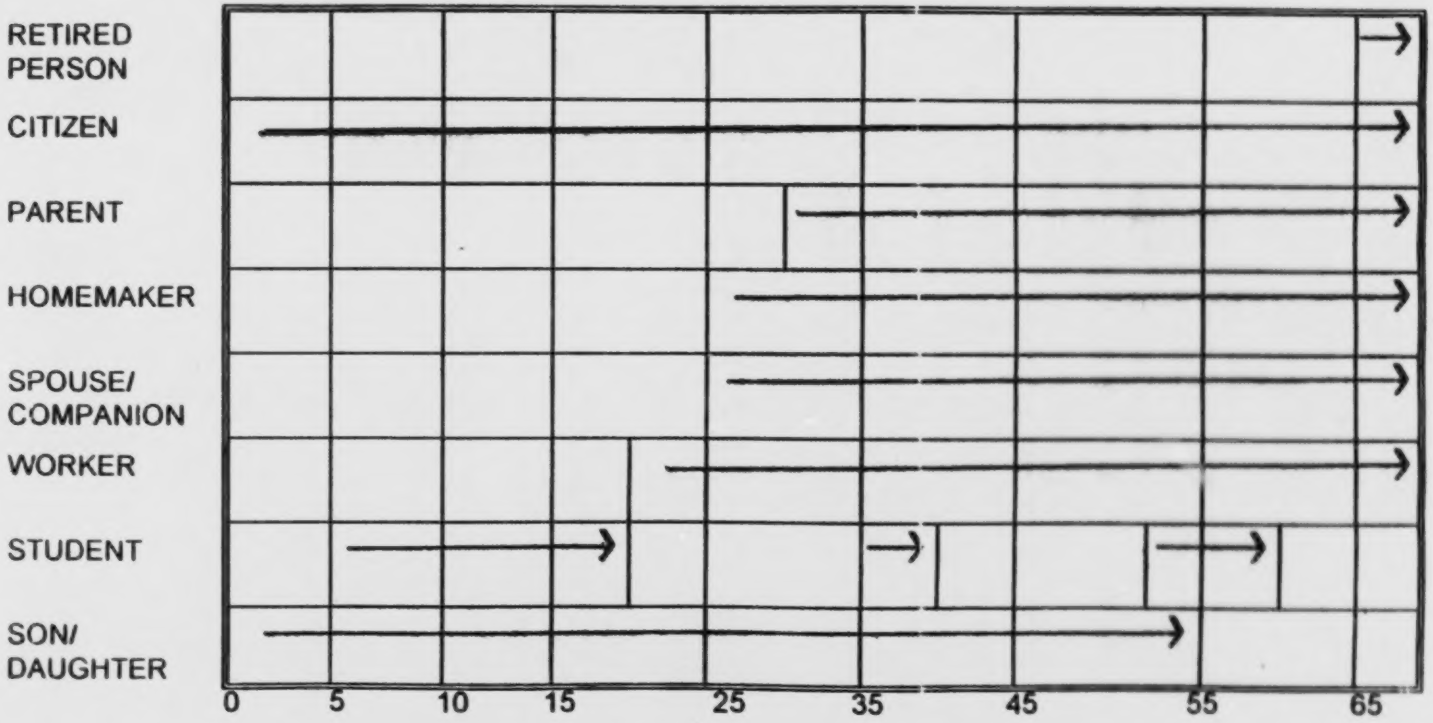
Take a look at Leslie's chart. By age 20, Leslie is playing several roles at the same time. These roles are daughter, worker(just beginning), and citizen. Notice her student role(ages 6-20) has just ended, but only temporarily. The citizen role begins in childhood, and will continue throughout her life.

Now look at Leslie at age 35. In addition to the roles already identified, she is now a student, spouse, homemaker, and parent, all at the same time. The student role here only existed for about three years but will be repeated again at around age 50.

Did you notice that the roles of spouse/companion and parent don't begin until age 25? Many professionals, especially women, are choosing to take on those roles later in their lives than previous generations did. If Leslie were to become divorced or a single parent, those changes would need to be reflected on the chart. Each role takes up a certain amount of time and energy. As more roles are played, more time and energy will be required.

STUDENT ACTIVITY #3

LESLIE'S BAR GRAPH
NAME



STUDENT ACTIVITY #3 (*continue*
Instructions for Worksheet A

MY OWN LIFE BAR GRAPH

In this exercise you will fill in your own bar graph (Worksheet A). You may **EITHER** draw arrows to show the ages at which you believe you will fill each role, **OR** color in the bars during those time periods so that you can clearly show from what age to what age you intend to fill each role.

You can use Leslie's bar graph as an example of how to make your own bar graph.

QUESTIONS TO THINK ABOUT

Do you remain a son or daughter even when you become a parent?

Once you complete high school and college, is your education done?

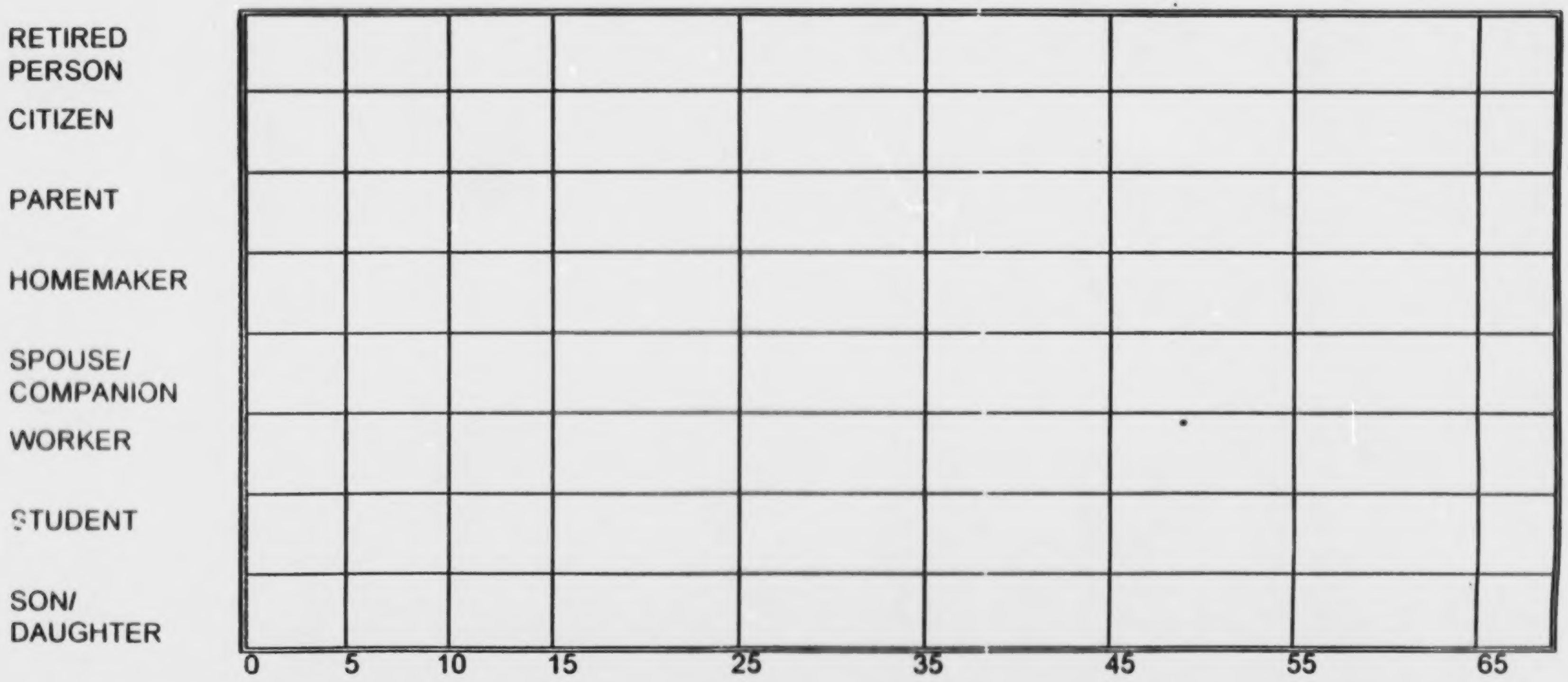
Why do you think that Leslie plans to return to school twice more during her lifetime?

Do you know anyone who is a parent but who is not married?

Should there be differences between the graphs drawn by females and those drawn by males?

STUDENT ACTIVITY #3 • WORKSHEET A

______________________________ BAR GRAPH
STUDENT'S NAME



INSTRUCTIONS: Determine how long you think you will be involved in each role, and draw arrows or color in the bars from start to finish of each age segment as appropriate. Use Leslie's graph as an example.

STUDENT ACTIVITY #3 (*continue*[illegible]
Instructions for Worksheet B

BAR GRAPH OF AN ADULT IN MY LIFE

The next page gives you another blank bar graph. In this exercise you will be able to compare your bar graph with that of someone older than you.

Ask an adult in your life--a family member, friend, teacher, neighbor--to fill in the bar graph on Worksheet B, using their own experiences.

Compare this graph with your own.

What differences do you find?

How does the adult's graph look different from Leslie's?

How is it similar?

Bring the adult graph to class with you and be prepared to share it with the class.

Your teacher will lead a discussion about the similarities and differences which exist between different people's bar graphs.

STUDENT ACTIVITY #3 • WORKSHEET B

______________________________ BARGRAPH
ADULT'S NAME

RETIRED PERSON									
CITIZEN									
PARENT									
HOMEMAKER									
SPOUSE/ COMPANION									
WORKER									
STUDENT									
SON/ DAUGHTER									

0 5 10 15 25 35 45 55 65

INSTRUCTIONS: Determine how long you think you will be involved in each role, and draw arrows or color in the bars from start to finish of each age segment as appropriate. Use Leslie's graph as an example.

STUDENT ACTIVITY #4

LIFE ROLES AND ENVIRONMENTS

Throughout your lifetime you will fill a variety of different roles. Have you ever thought about how these roles overlap and how the academic and career choices you make in life will affect all the roles you plan for yourself? Do you know that the time you spend filling each role has a direct effect on the type of career you choose?

Some of the roles you either do play or can expect to play include:

son/daughter
worker
spouse/companion
retiree
student
homemaker
parent
citizen

You will fulfill these roles in a variety of different environments or places:

home
community
retirement community or home
school
workplace

> *"Thus, who we are, as shaped by a variety of factors over time, has a lot to do with what environments we may find most satisfying and what roles we choose to play within these environments. And likewise, the environments we search for which seem to satisfy us and the roles we choose to play, all affect each other and have an influence on us as individuals, the career/life decisions we make and the people close to us with whom we often interact."*
>
> *-Edward Colozzi*

STUDENT ACTIVITY **#4** (*continued*)
WORKSHEET

LIFE ROLES AND ENVIRONMENTS

DIRECTIONS: List the roles that you believe you play or expect to play during your lifetime. Then, beside each role, indicate the appropriate place or environment.

ROLE	ENVIRONMENT(S)

STUDENT ACTIVITY #

MY LIFE AT 35

✦ **Curriculum applications:** Interdisciplinary

✦ **Materials:**

✔ Roll paper, markers, masking tape, "Life At 35" interview

✦ **Teacher Information:**

✔ Divide students into dyads (groups of two). Distribute the interview to each student. Tell students: "You are 35 years old and have just run into a friend you have not seen since junior high school. Interview that person using the questions on the sheet you have received."

✔ Allow 10 minutes for activity (5 minutes for each interview)

✔ Distribute one sheet of paper to each group. Tell students to "divide the paper in half by drawing a line down the middle like so . . . " Demonstrate by dividing the width of the paper into halves.

✔ Tell students that they must each draw a representation of the person they have just interviewed, using drawings and symbols, that provides as much information as possible* They may have 60 seconds to do this. All students should be drawing at the same time. Time the activity.

* If there are students in your class who cannot draw a pictorial representation, they could write a short essay, make something in clay, develop an audio or video presentation. Give all students the freedom to depict the future in the way that is most comfortable for them.

continued

STUDENT ACTIVITY #5 (*continued*)

✔ When drawings are completed, tell the groups that each student will introduce her/his partner to the group, using the drawing and any other information he/she wishes. Each will have 30 seconds to give the oral introduction. Ask for one of the groups to begin.

✔ As each set of partners prepares to give the introductions, tape their paper to the wall or blackboard. When the activity is completed, all the "pictionary introductions" will be on display.

✔ Debrief: Ask for feedback on the connections between the career choices and life style goals illustrated by students. Are students' career choices realistic, based on the lifestyles they want to lead? Why/Why not? Any differences between boys/girls pictionaries?

✔ Discuss the relationship between career choices, education and lifestyle goals.

Source: "Out of Bounds." The Career Options Institute, 1992.

Additional information may also be obtained from the School-to-Work Out reach Center; University of Minnesota; Institute on Community Integration; 102 Patee Hall; 150 Pilsbury Drive SE; Minneapolis, MN 55455. Phone 612-624-6300.

A LOOK INTO THE FUTURE: DYAD INTERVIEWS
WHAT WILL YOUR LIFE LOOK LIKE WHEN YOU ARE 35 YEARS OLD?

Where do you live?

Do you have a car?

How much education do you have?

Who lives in your house?

Do you have children?

If you have kids and a job outside the home, who takes care of your kids while you work?

What kind of work do you do?

How much money do you make?

Are you still in touch with any of your friends from elementary, junior high or high school?

What made you choose the kind of work you are doing?

What are three very important things in your life right now?

What are two things you've accomplished that you're really proud of since you were in school?

IV, 27

STUDENT ACTIVITY
WORKSHEET

Review the other activities and worksheets you have completed in this section, and be prepared to discuss the following questions in class:

1. What does your bar graph tell you about your future?

2. In what ways would a bar graph for a male be different from that of a female?

3. How would a graph created by one of your grandparents be different from yours? How would one completed by one of your parents be different from yours?

4. How many jobs will you have during your lifetime?

5. How will your role of spouse or parent be affected by your job?

6. Will the type of job you have affect your personal and/or family life?

7. What are some of the responsibilities you might have as a citizen?

8. How early will you begin your role of worker?

FOOD FOR THOUGHT

The following statistics all relate to persons with disabilities.

In 1986	20% worked full time
In 1994	20% worked full time
	11% worked part time
	69% were unemployed
In 1986	66% of unemployed wanted to work
In 1994	79% of those unemployed wanted to work
In 1986	60% completed high school
In 1994	75% completed high school

……

The Americans with Disabilities Act is helping to change these statistics into positive ones. Because of the ADA:

- More students with disabilities are becoming computer literate through use of assistive technology and, therefore, qualified to compete for today's jobs.

- More businesses, community based centers, and other organizations are now required to become physically accessible.

- Employers cannot refuse to hire a qualified worker simply because that person has a disability.

……

In addition to the changes required by the implementation of the Americans with Disabilities Act, we can assist students with disabilities to prepare for and become competitive in today's job market. We can help them become involved in school-to-work initiatives, encourage job shadowing and internships, enroll them in tech prep classes, and insist that they have equal access to all the experiences that their nondisabled peers have.

Source: **HAS ADA MADE A DIFFERENCE**, Harris Associates, 1994 for National Organization on Disability, Washington, DC

THE NEW DEMOGRAPHICS OF THE WORKPLACE

"A sturdy lad . . . who in turn tries all the professions, who teams it, farms it, peddles, keeps a school, preaches, edits a newspaper, goes to Congress, buys a township, and so forth, in successive years, and always like a cat falls on his feet, is worth a hundred of these city dolls . . . He has not one chance but a hundred chances." Ralph Waldo Emerson

Emerson's observation about the need for versatile work skills is even truer today. (Although as a commentary on the workforce in 1996, the quotation would have to mention both "lad" and "lass.") The workforce of the 21st century will need to be versatile, resilient, and highly skilled. They must be computer literate; possess strong communication, science, and math skills; and feel confident about their ability to learn new skills to keep up with technological advances.

The workplace itself will have a cooperative, yet competitive, atmosphere in which successes are measured by completion of short term team assignments. Analytical skills will be important in figuring out how to complete projects. Promotions will no longer be based on longevity and seniority. Jobs can no longer be gender specific; nor should they exclude persons who have disabilities, as long as each applicant and worker can fulfill the "specific job requirements."

To prepare for this workplace, all students--female and male-- need a variety of experiences and "a hundred chances." The cost of living and changing family make-up now require most women to work outside of the home for a significant part of their lives. The cost of living is such that two incomes are necessary to support many families. Many others are supported by single parents, usually the mother, and this necessitates a higher paying income just to make ends meet.

Both lad and lass, with or without a disability, need as many opportunities as possible for career exploration and work-related experiences in careers leading to economic self-sufficiency and job satisfaction.

HOW TO HELP YOUNG WOMEN PREPARE FOR TOMORROW'S WORKPLACE

- Require math, science, and computer skills classes for all students. Vary teaching methods to accommodate differences in learning styles, especially differences in the way female and male students tend to learn best.

- Encourage all students to diversify their interests, hobbies, and club affiliations to provide a broad experience base.

- Offer opportunities for students to participate in small group projects.

- Structure project assignments so that each student will have an opportunity to play different roles in completing them.

- Reward individual creativity and appropriate self-expression.

- Present education as a continuous process wherein we can become very knowledgeable about specific topics, but never gain total understanding.

- Describe instances where a variety of strategies can be used to complete a task successfully.

- Avoid rigid approaches to solving problems. Encourage flexibility, creativity, the development of problem solving techniques, and planning strategies.

- Instruct students in task analysis. It is important for them to learn how to identify and ask for the needed tools and/or resources. Utilize short term goals as steps toward completion of tasks and/or assignments.

- Encourage -- or require -- that students complete certain community service or business internships. This experience provides a hands-on introduction to the work atmosphere. It encourages self reliance, determination, and a sense of responsibility.

- Expose students to both male and female workers who represent a wide variety of career options.

TIPS FOR THE STUDENT: ADJUSTING TO THE DEMANDS OF THE NEW WORKPLACE

✦ When you are exploring career options, try out a variety of career-related hobbies, read several books about different jobs, and talk to people in the work world about the kinds of tasks they perform. Your interests and abilities can be developed into a successful career.

✦ Many businesses are looking for workers who are willing to travel. Remember that you do not have to focus your career preparation on one geographical location. Decide what you would like to do, and then choose where you would like to do it.

✦ Keep an open mind when looking at job opportunities, and investigate jobs that can start you on a career ladder. Some of the most successful people started out running errands or sweeping floors.

✦ Remember that you are more likely to find entry level work and opportunity for advancement in a smaller business, rather than in a major corporation.

✦ Many business are looking for employees who can work as part of a team and function in a variety of roles. If you take a leadership role in clubs and civic organiations, you can use that experience as an asset in your job hunt.

✦ Learn negotiation and selling techniques. After all, your first task as a job seeker is to sell your talents to a prospective employer.

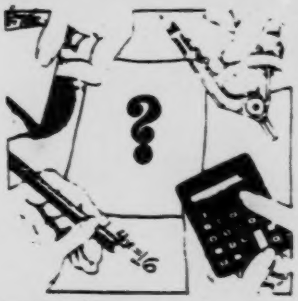
✦ Go after the jobs which interest you! Let friends, relatives, and neighbors know about your interests, so that they can give you leads about job openings.

✦ Remember that you have rights and responsibilities in looking for a job. If you are qualified for the job you are seeking, you cannot be discriminated against because of disability or gender. (Most Independent Living Centers now have a Disability Rights Advocate who can give you more information.)

✦ One of the most valuable skills you can develop is "learning how to learn." Employers are looking for workers who can learn new skills on the job in order to keep up with changes in the workplace.

Math Facts:

Now They Tell You...



Here are some facts about math which you might not know. In fact, you may have learned the exact opposite when you were younger.

- √ **There is nothing wrong with counting on your fingers.** People all over the world have been doing this for generations.

- √ **Most math problems can be solved in several different ways.** There is no one "right" or "best" way, so you can use your "math imagination" to find the way that works for you.

- √ **It's all right if you don't always know how you got the right answer to a problem.** Solving a problem involves intuition and creativity. As long as you can usually get the right answers, there is no need to come up with a logical explanation of how you do it.

- √ **It takes practice and experience to do well on timed math tests.** No one can expect to solve a new problem without spending some time on it. It is better to get the right answer working at your own pace, than to make mistakes because you are trying to finish on time. (If it seems that you never have enough time to finish your work correctly, discuss this problem with your instructor.)

- √ **It helps to take a break from a difficult math problem.** When you come back to your work, you may get a new insight on how to solve it.

- √ **Both women and men can learn to do math,** and even get to enjoy it. "In the old days," people believed that girls were not good at math, and could get along fine without it. Now we know that everyone can and must learn as much math as possible to prepare for today's workplace.

I CAN'T BELIEVE I'LL EVER USE THESE COURSES!

If you ever wonder about the value of the courses you're taking now in high school, here are just a few of the jobs that use those very skills.

English:

- Actor
- Advertising Manager
- Child Care Worker
- Lawyer
- Meteorologist
- Optometrist
- Paralegal
- Physician
- Police Officer
- Public Relations Specialist
- Radio/TV Announcer
- Reporter/Correspondent
- Secretary
- Word Processor Operator
- Writer/Editor

Mathematics:

- Accountant
- Carpenter
- Computer Repairer
- Construction Inspector
- Dietitian/Nutritionist
- Electrician
- Engineering Technician
- Hotel Manager
- Jeweler
- Optometrist
- Pharmacist
- Plumber
- Psychologist, Clinical
- Respiratory Therapist

Biology:

- Animal Caretaker
- Dental Hygienist
- EKG Technologist
- Medical Assistant
- Occupational Therapist
- Physical Therapist
- Physician
- Veterinarian
- Wastewater Treatment Plant Operator

Physics:

- Elevator Installer/Repairer
- Engineer
- Optometrist
- Photographer
- Physical Therapist
- Physician
- Plumber
- Welder

Chemistry:

- Aircraft Mechanic
- Automotive Mechanic
- Chemist
- Dentist
- Dietitian/Nutritionist
- Jeweler
- Photographer
- Physician
- Police Officer
- Registered Nurse
- Surgical Technologist

Based on information from "Occupational Outlook Handbook," U.S. Department of Labor; and publications of the Division of Research and Statistics, NYS Department of Labor.

AT HOME CAREER ACTIVITY FOR YOU AND YOUR CHILD:

AN EXTRA $500,000

OBJECTIVES: ***To increase awareness of realistic career, education and lifestyle options.***

- **MATERIALS:**

Employment ad from local/regional newspapers, activity charts and "An extra $500,000" ditto.

- **INSTRUCTIONS:**

To begin this activity, discuss the "**An extra $500,000**" ditto: Compare the potential earnings of skilled versus unskilled workers, and the number of years both men and women spend in the workforce. Discuss with your child what it means to be a skilled worker. Discuss how either of you might use $500,000. Together, list some possible abilities and characteristics of today's "skilled" workers.

Now, look through several pages of employment advertisements. Together, review the ad for (1) skill/educational requirements; (2) job duties; (3) salary information and benefits. Use the activity chart to record your findings. (Under benefits, include anything you consider as a job advantage such as travel, prestige, service to others, excitement, health/child care, vacation time, etc.)

- **DISCUSSION QUESTIONS:**

  √ Review and discuss the differences in duties, requirements and benefits between jobs that paid less than $10,000 annually and those that paid more than $20,000. (What jobs were most appealing and what did you like about them?)

  √ Review and discuss some of the lower paying jobs and why these jobs do not pay very well (e.g., low skill, oversupply of eligible workers, "traditionally" underpaid, impacted by technology, etc.). Also discuss jobs that appear to pay well and why. What jobs are in high demand? Try to pick out which jobs that you think require good math skills -- later, try comparing your list with jobs on the "Dropping Math" sheet (enclosed).

  √ Review the hourly, weekly and annual salaries for the jobs listed. Does a $10,000 annual salary sound like more or less when converted into hourly and weekly rates? Also discuss the difference between gross and net salary.

Source: Developed by the NYS Career Options Institute, 1993

AN EXTRA $500,000:

Job Title and Duties	Skills/Education Requirements	Possible "Benefits"	Salary: (hrly/wkly/annual)

FACTS & FIGURES: A QUIZ ABOUT TODAY'S WORKFORCE REALITIES

◆ ***Together with your child, try to complete these statements by using the figures listed in the righthand column.***

√ A married women can expect so spend ______ years in the paid workforce.

√ ______% of U.S. families were comprised of an employed father, homemaker mother and two children in 1991.

√ Women comprise approximately _______% of U.S. engineers.

√ By the 21st century, _______% of the people on public assistance will be women and dependent children.

√ Men comprise _______% of registered nurses.

50
34
21
72
8
35
6
80
99
4
25
15
31
65
10
41

FACTS & FIGURES

Answers & Comments

1. ***A married woman can expect to spend 34 years in the paid workforce. An average man can expect to spend 41 years.*** (U.S. Department of Labor). This indicates the need to prepare both boys and girls for dual careers – one in the workforce and one that focuses on family/home responsibilities. Men are not usually the sole "breadwinners"; women often need to share in the financial support of the family. Both need to share in the home responsibilities.

2. ***In 1991, only 6% of the United States families consisted of an employed father, homemaker mother and two children -- the "traditional nuclear family."*** (Reform Versus Reality," Phi Delta Kappan, September 1991). If the family is expanded to include any number of children under age 18, the statistic increases to approximately 10%.

3. ***Women comprise approximately 8% of U.S. engineers*** (U.S. Department of Labor, 1992). For every female in high school physics, there are two males. The ratio of females to males in college physics courses is 1:5 (Science Education, May 1990).

4. ***By the 21st century, 99% of the people on public assistance will be women and dependent children*** (Taking a Stand Against Sexism & Sex Discrimination, Hanmer, 1990). In 1989, the median income for households maintained by women alone was $15,972 (National Commission on Working Women, fall/winter 1991-92).

5. ***Men only represent 4% of registered nurses, despite salary increases in this field*** (Roles in Conflict, 1990).

NYS Career Options Institute, 1993

20 HOT TRACK JOBS

FIELD AND ENTRY SALARY RANGE	SUMMARY	REQUIRED BACKGROUND	BEST PLACES
Environmental Accountant ($30,000 - $45,000)	Cost factors underlie most environmental projects.	Bachelor's in accounting plus biology, engineering or geology experience.	Areas with chemical, manufacturing, on former defense plants.
Network Administrator ($19,000)	To save costs, networks now used to link computers and workstations.	BS in computer science plus experience with PC's.	Urban areas with a concentration on personal computers.
Outplacement Consultant ($50,000)	Advising those being displaced from corporate jobs now a big business.	MBA or psychology, work experience, and maturity.	Large cities where corporate restructuring is taking place.
Special Education Teacher ($21,500)	A tenth of today's students need help to overcome educational impairments	Master's in special education.	Keenest demand in inner cities and the Northwest.
Civil Engineer ($36,000)	Highways, waste treatment and bridges require extensive renovations.	BS or MS in civil engineering.	Older cities and rapidly expanding new areas.

FIELD AND ENTRY SALARY RANGE	SUMMARY	REQUIRED BACKGROUND	BEST PLACES
Toxicologist ($40,000 - $50,000)	Measuring pollutants and toxic wastes becoming more important.	BS to PhD in science or public health.	Heavily industrialized areas.
Investments Professional ($20,000 - $30,000)	Hundreds of new mutual funds are formed each year, analysts and sales people needed.	BA, BS, or MBA plus good sense of economic forces.	Finance centers (New York, Chicago, San Francisco, etc.)
Restaurant Site Selector ($33,000)	Location often the key to success in fast foods or specialty restaurants.	Bachelor's or master's plus communications and sense of food industry.	Open, particularly in fastest growing parts of the country.
Nurse Practitioner ($33,000)	Treat some patients without requiring doctor's supervision.	BS or RN, plus special coursework or national certification.	Rural areas or inner cities short of doctors.
Training Manager ($50,000)	Employee training advocated by both public figures and corporate officers.	Education, business, communications.	Wherever larger enterprises are located.

FIELD AND ENTRY SALARY RANGE	SUMMARY	REQUIRED BACKGROUND	BEST PLACES
Actuary ($25,000 - $30,000)	Use statistics to estimate probability - cost and income.	Bachelor's in math plus success in passing actuarial examinations.	Cities with insurance companies.
Intellectual Property Lawyer ($70,000 - $90,000)	Protecting innovations and inventions through patents and legal cases growing in importance.	Law degree plus training (may be up to PhD) in specialized areas.	Cities with a number of high tech firms (such as Boston and San Francisco).
Chief Information Officer ($33,000 - $57,000)	Specialists needed to bridge the information needs of insiders and outsiders linked by computers.	Computer and business training plus experience.	Areas with large complex organizations.
Family Physician ($90,000)	Overspecialization in medicine has created need for old-fashioned generalists.	MD plus basic three year residency.	Small town and rural areas.
Member Service Director ($18,000 - $25,000)	Nearly 100,000 associations require specialists to direct programs serving their members.	Open but human resources experience is helpful.	Washington, New York, Chicago.

FIELD AND ENTRY SALARY RANGE	SUMMARY	REQUIRED BACKGROUND	BEST PLACES
Technical Administrative Assistant ($16,000 - $20,000)	Slimmer corporations are now using junior specialists instead of high-priced administrators.	Training open, but most have experience and skills to adjudicate.	Larger cities with bigger firms.
Electronic Publishing Specialist ($28,000 - $34,000)	More publishing is done via electronics opening up need for new specialists.	Computer, design or liberal arts background plus strong aptitude for field.	New York, Boston, Chicago, and San Francisco.
Merchandise Manager ($30,000 - $40,000)	Keen competition in retailing creates need for strong specialists.	College degree plus successful entry-level work experience.	All over country particularly in West and South.
Computational Chemist ($40,000)	Modelling molecules a key to innovation in biotech fields.	PhD in chemistry or chem engineering plus math and computer skills.	East Coast or California.
Wireless Specialist ($45,000)	Cellular phone industry expansion has created a growing industry.	BS in electronical engineering radio background helpful.	Metropolitan areas.

NONTRADITIONAL CAREERS FOR MEN

	SALARIES	TRAINING PROGRAMS
Nursing (RN)	$25,605 - 34,300	2, 3, and 4 Year Programs
Certified Nurse Assistant	$16,968 - 21,504	3 Months - 1 Year Programs
Travel Services Marketing	$12,000 - 21,000	1 and 2 Year Programs
Physical Therapy	$24,828 - 32,544	Variety of programs include class & clinical experience leading to B.S.
Child Care	$ 8,164 - 13,884	1 and 2 Year Programs
Legal Assistant	$18,924 - 29,652	Variety of Programs
Librarian	$21,564 - 35,124	Master's required
Cosmetology (Hair Stylists)	$12,000 - 13,000	Nine months (1,500 hours)
Dental Assistant	$15,636 - 19,320	On-the-job or 9 - 15 months
Dental Hygienist	$18,036 - 19,320	2 - 4 Year Programs
Radiologic Technologist	$17,534 - 31,548	2, 3, and 4 Year Programs
Surgical Technician	$15,000 - 23,000	9 - 24 Months
Medical Lab Technician	$16,068 - 23,652	1 and 2 Year Programs
Medical Records	$19,668 - 25,044	1 and 2 Year Programs
Bookkeeping	$13,848 - 19,320	High School Diploma
Court Reporting	$22,525 - 29,290	2 Year Programs
Secretary	$12,948 - 18,876	1 and 2 Year Programs
Elementary Teaching	$17,600 - 25,828	Bachelor's Degree
Flight Attendants	$12,090 - 14,640	Company Training Programs

SOURCE: HORIZONS Occupational Information, 1992 Edition

NONTRADITIONAL CAREERS FOR WOMEN

	SALARIES	TRAINING PROGRAMS
• Construction Laborers	$11.02 - 20.20 per hour	None required
• Mechanics and Repair	$14,000 - 42,000	2 Year Programs; Apprenticeships
• Electronic Technician	$22,524 - 29,292	1 and 2 Year Programs
• Computer Maintenance	$16,000 - 23,000	6 Months - 2 Years
• Fire Fighters	$13,500 - 32,600	1 Year Program; Apprenticeships
• Water & Waste Tech.	$24,284 - 27,200	On-the-job and formal training
• Robotics	$16,000 - 30,000	1, 2, and 4 Year Programs
• Carpentry	$8.00 - 20.00 per hour	Apprenticeship Programs
• Welding	$16,000 - 25,000	1 & 2 Year Program; Apprenticeships
• Tool and Diemaking	$22,256 - 31,772	1 & 2 Year Programs; Apprenticeships
• Machinist	$12.00 - 22.00 per hour	1 & 2 Year Programs; Apprenticeships
• Machine Tool Operation	$14,924 - 25,428	On-the-job; Apprenticeships
• Drafting/CAD	$18,000 - 29,000	3 Months - 4 Year Programs
• Small Engine Repair	$7.50 - 11.00 per hour	3 Months - 1 Year Training
• Bricklayer	$8.00 - 21.00 per hour	2 Year Programs; Apprenticeships
• Auto Body Repair	$20,956 - 27,900	1 & 2 Year Programs; On-the-job Training; Apprenticeships
• Aircraft Mechanics	$7.50 - 17.00 per hour	Graduation from FAA school
• Heating and Cooling System Mechanics	$8.00 - 18.00 per hour	2 Year Programs; Apprenticeships
• Engineering	$30,526 - 39,000	Bachelor's Degree

SOURCE: HORIZONS **Occupational Information, 1992 Edition**

EMPLOYMENT STATUS OF WORKING AGE PERSONS WITH DISABILITIES

BASE: THOSE AGED 16-24

	1986 Total	1994 Total
Base	703 %	660 %
Working	33	31
Not Working:	66	68
Unemployed and Looking for Work	4	8
Unemployed but Not Looking for Work	7	4
Unable to Work Because of Disability/Health Problem	29	35
Retired	9	9
Homemaker	9	6
Full-Time Student/Trainee or in Vocational Rehabilitation	6	6
Full- or Part-Time Volunteer Service	1	1
Not Sure	1	1

Source: National Organization on Disability/Harris Survey of Americans with Disabilities, 1994

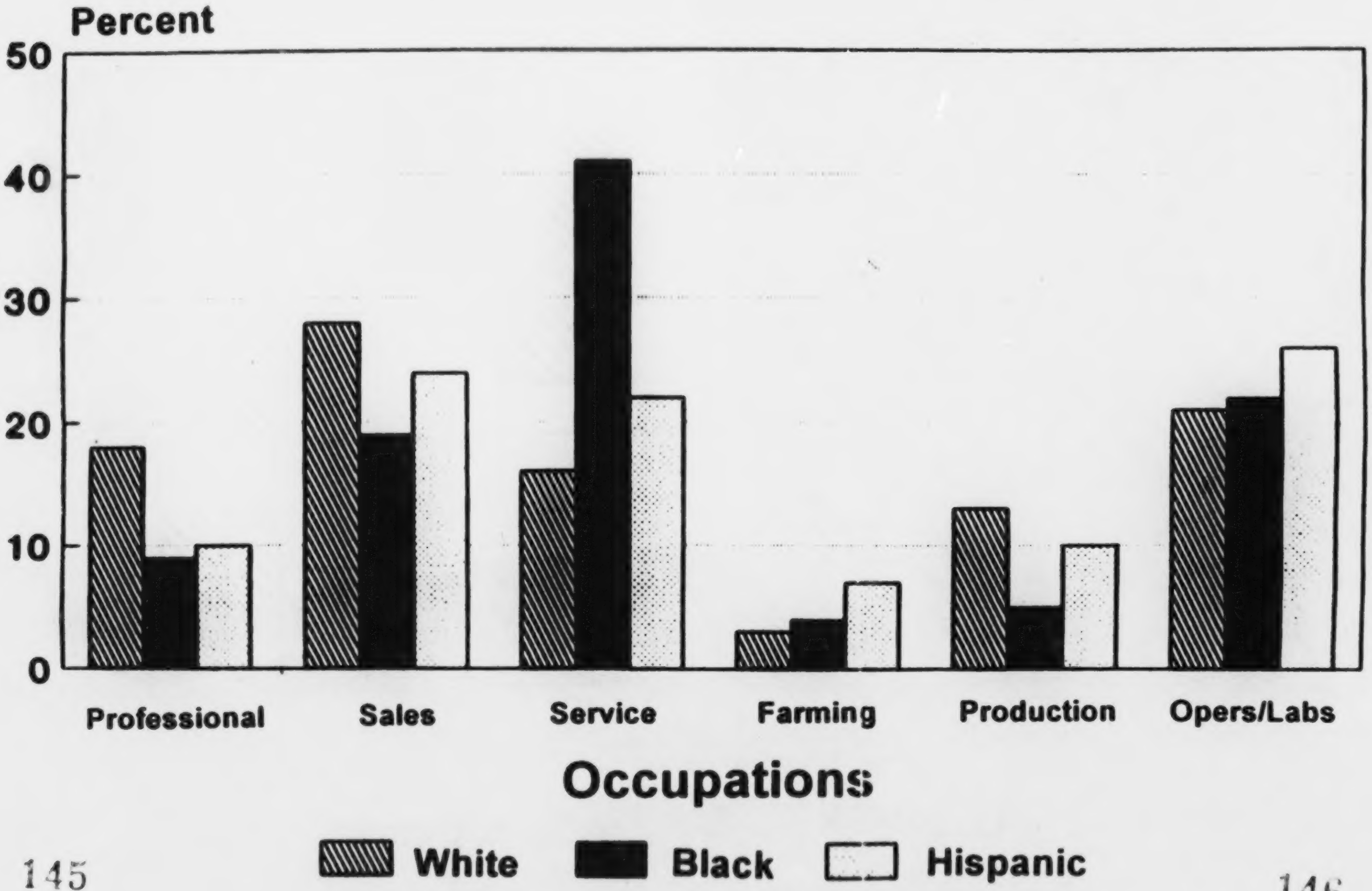
OCCUPATIONS OF EMPLOYED PERSONS BY WORK DISABILITY STATUS AND SEX

16 To 64 Years of Age, 1988

	Persons with Work Disabilities					Persons with No Work Disabilities	
		Women					
Occupations	**Men**	**Total**	**White**	**Black**	**Hispanic**	**Men**	**Women**
Managerial & Professional Specialty	18.2	16.0	17.7	7.5	13.3	26.3	25.6
Technical, Sales and Administrative Support	17.5	39.5	41.2	28.3	28.5	19.9	45.3
Service	12.5	27.3	23.7	47.7	31.8	9.2	17.0
Farming, Forestry and Fishing	4.6	1.4	1.5	0.8	2.9	3.7	0.8
Precision Production, Crafts and Repair	19.6	2.2	2.4	0.5	4.6	19.8	2.2
Operators, Fabricators and Laborers	27.4	13.3	13.2	14.9	18.6	20.9	8.7

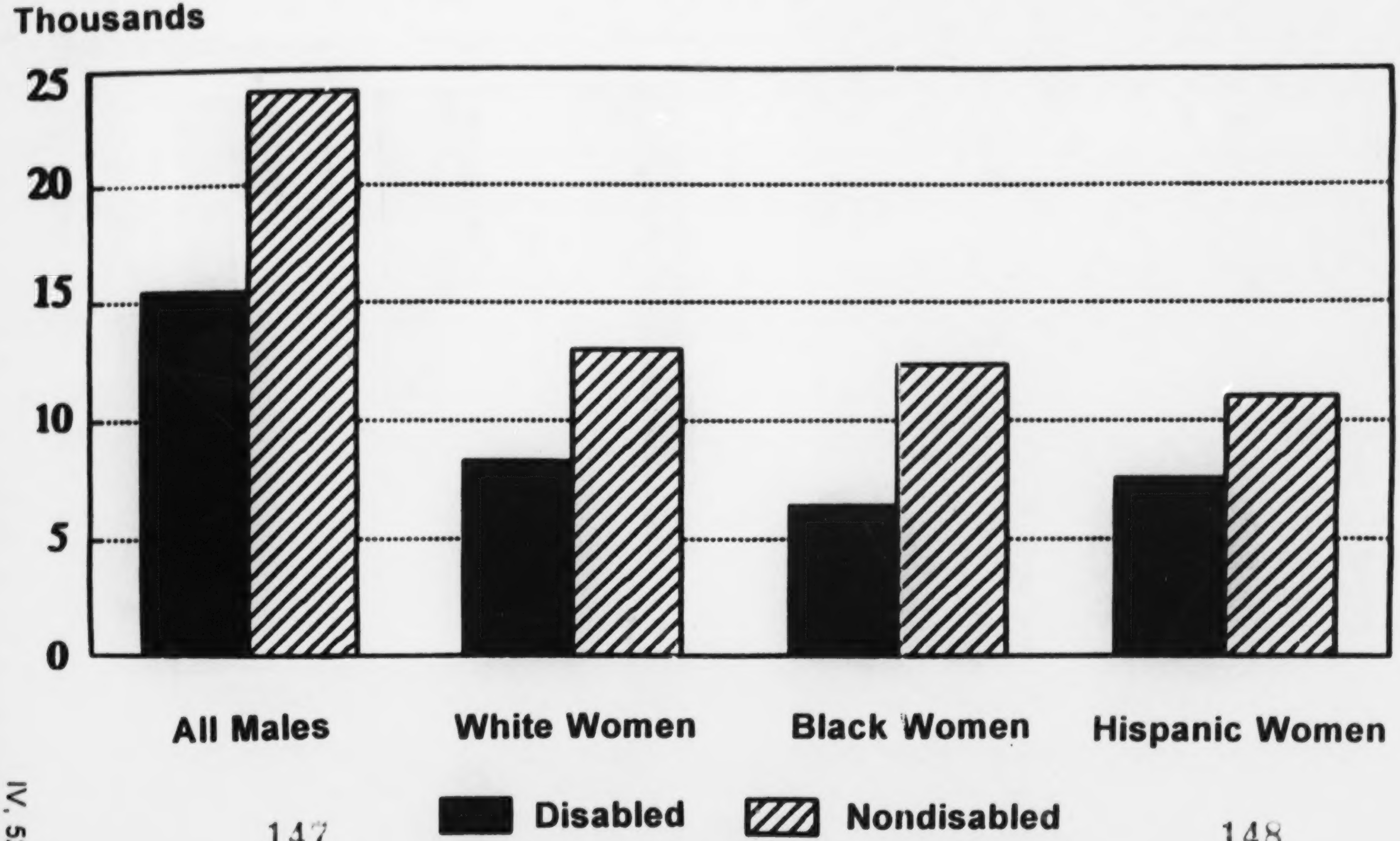
Source: U.S. Department of Labor; Women's Bureau, [illegible]rch 1992

Percentage Distribution of Women with Work Disabilities, by Occupation and Race, 1988



Source: Facts on Working Women, U.S. Department of Labor, Women's Bureau

Mean Annual Earning, by Sex and Race, 1987



Sour[illegible] Facts on Working Women, U.S. Department [illegible]abor, Women's Bureau

Did you know that...

- Chemical engineers earned the highest average starting salary in 1992 ($40,173).
- By the year 2000, women may own 50% of the businesses in this country (compared to 25% now).
- It takes 2 hours and 49 minutes out of each working day for the average American to earn enough to pay his/her taxes.
- Today, 37% of Americans use a computer on the job;17% have a computer at home.
- In two-earner households, 21% of women now earn more than their husbands. (And 7% of working wives make a "lot more" than their husbands.)
- By the year 2000, one in four workers will be employed in a home-based business.

Career Opportunites News, 1993. Volumes 11.1.2.

✦ TIPS FOR THE EMPLOYER

RECRUITING

✔ Become familiar with the rehabilitation agencies/organizations and disability groups in your area. They can put you in touch with a number of talented potential workers.

✔ Develop a recruitment plan. Applicants with disabilities need to hear first-hand that you are interested in recruiting them.

✔ Create a disability sensitive workplace. Provide training for employees for disability awareness and reasonable accommodation. If you set the tone of acceptance, then your co-workers and subordinates will follow suit. They will be more receptive when a worker who has a disability comes on board.

✔ Make your workplace as accessible as possible. Many accommodations are inexpensive and will attract others, regardless of their abilities, to your agency.

✔ Keep informed about new technology. Advancements in technology can help to level the playing field and increase your productivity, as well as open opportunities for other employees with disabilities.

✔ Develop and promote an equitable environment. Treat all employees with respect, regardless of their abilities.

✔ Encourage employees with disabilities to suggest alternative ways of accomplishing their jobs. Be flexible as long as their suggestions are not compromising to your company's workkplace safety, confidentiality, or productivity.

PREPARING FOR THE INTERVIEW

✔ Make sure the building and the room where the interview will take place are accessible to people with all types of disabilities.

✔ Focus on the applicants skills and knowledge, and not on the disability or what that person cannot do.

continued

- ✓ If you are interviewing candidates for a specific job, be prepared to identify which job duties are essential and which are tangential.

- ✓ If an applicant with a disability is not qualified, do not waste his/her time or yours. Feel free to discuss techniques for performing job duties, if you are truly interested in the candidate.

- ✓ Do not ask questions about the cause of the disability or how he/she manages in the community or in transportation, unless it is relevant to specific job responsibilities.

- ✓ Get a clear picture of what your responsibilities are legally in regard to "reasonable accommodation" and the Americans with Disabilities Act.

✦ INTERVIEWING ETIQUETTE

- ✓ Shake whatever is offered in greeting whether it is a hand, prosthesis, or elbow. If the person is blind and does not extend a hand, you may ask to shake hands. Remember shaking hands is a matter of personal preference.

- ✓ After greeting someone, sit down. This allows a person using a wheelchair to establish eye contact with you. If you are interviewing a person who is blind, indicate where a chair is and invite that person to sit down.

- ✓ If you are interviewing a person who is hearing impaired, try to keep your face out of the shadows and avoid putting your hands (or anything else) near your face while you are speaking. If a sign language interpreter is present, speak directly to the person being interviewed. The interpreter will position him or herself so that they are in the most unobtrusive position. If an interpreter is not available, ask the applicant what is the best way to communicate.

- ✓ Identify someone who can assist in filling out paper work, if this becomes necessary and an applicant can not do it unassisted.

- ✓ Remember that each person, whether disabled or not, is a unique individual. Each person may have an individual way of accomplishing certain required tasks.

A "DEAR EMPLOYER" LETTER

The following letter, written anonymously, is one mother's attempt to get an employer to see beyond her son's disability. She wants the employer to consider his strength , fortitude, and determination. It is included here as an example of the kind of supportive advocacy parents and professionals can undertake on behalf of students who have disabilities.

Dear Employer:

I am the mother of a teenager with a disability. I am writing to you so that you may learn to accept him for his abilities rather than judge him on his disabilities.

Let me give you some history on James. He is 17 and a junior in high school. It has been a struggle for him to make it this far. He has taken mostly special education classes, along with some regular classes.

At the age of eight months he contracted viral encephalitis. That's a sleeping sickness. The right half of his brain went to sleep. He experienced complete paralysis of the left side of his body from head to toe. He could smile on the right side of his face but not the left. His left side lay limp while the right leg and arm kicked and battered the air like a baby would.

He had to relearn how to sit up, to pull up, roll over, and crawl. These were new experiences for him with a body that wouldn't always respond.

The paralysis gradually faded and he began walking at 17 months. He wore leg braces attached to a built-up shoe on his left leg until he was seven. Then he had surgery to lengthen his heel cord to allow more flexibility of his left foot. He still walks with a slight limp.

He never fully regained use of his left hand. He is unable to grasp and let go of things at will. He may have recovered 10% use of it. He stills wears an arm brace to keep the wrist and hand straight rather than curling inward.

But don't think he can't do anything. He can do with one hand what most people can do with two. He even drives a car with a knob to help him steer.

He is a normal teenager in many ways. He likes rock music, girls, football, cars and, weight-lifting. He has goals and aspirations just like anybody else.

Sure, you may have to oversee him a little more at first. Just show him some encouragement and patience and he'll serve you well.

I've always encouraged him to try. If you will just give him a chance, he will prove to you that he is able to do the job. After all, he is willing to give you a try.

-- Anonymous Mother of a Disabled Child

✦ STEP METHOD FOR ORIENTING AND INTEGRATING AN EMPLOYEE OR INTERN WHO HAS A DISABILITY

SAFETY: General rules of safety should be explained. Adaptations for safety procedures which include individuals with disabilities should be outlined. Establishing a "buddy" system may help, especially during emergency situations. Emergency drills should be SCHEDULED and conducted to assure that safe and efficient evacuation is possible. A rehabilitation counselor can assist with making the workplace accessible and safe.

TRAINING: Every employee's success hinges on the quality of the orientation and training he or she receives. Review job duties and try out possible accommodations and adaptations. Include the prospective employee in the discussion of your expectations and how you feel they should be met. If the employee is new to the situation and does not know how to make the necessary adaptations, possible solutions and/or recommendations can ba sought from rehabilitation agency personnel or other workers with disabilities. The local Independent Living Center can assist you in identifying those persons who are most appropriate for providing technical assistance.

The most detailed job training and orientation can be undermined if it is held in an unaccessible location, comfort (dining and rest room) facilities are not accessible, or materials are not available in appropriate mediums (braille, large print, computer disk, or audio cassette). Ask each trainee your alternative medium is needed and which one is most appropriate.

Encourage open communication among all your employees. Set the mood right from the start of acceptance, encouragement, and equal expectations. Initial orientation training on working with employees with disabilities could be provided for staff to help them understand and be accepting.

EFFICIENCY: A short time may be needed when a job coach, buddy, or mentor is needed to assist the worker with a disability in acclimating to the new job. If the individual is a VESID/CBVH client, this can be arranged by them in conjunction with the employer. Establish your time limits, since efficiency is your bottom line and every worker, whether disabled or not, must perform the essential duties of the job up to your expectations. Do not set separate performance standards for your employees with disabilities.

PRIVACY: Only that information necessary for job performance should be shared in the workplace. The medical and personnel records of the employee with a disability are subject to the same confidentiality as are those of the nondisabled employee.

SOURCE: Adapted from **WORKLIFE,** a publication of the President's Committee on Employment of Persons Who are Disabled.

✦ QUESTIONS AND ANSWERS ABOUT THE EMPLOYMENT OF PERSONS WITH DISABILITIES*

Do not let the appearance of a disability get in the way of your getting to know, hiring, working with, or socializing with a person with a disability. People who have disabilities have the same wants, needs, and desires as their nondisabled peers. They are marrying, buying homes, raising families, and paying taxes. And they deserve the same considerations as all community members.

Q: Will workers who have disabilities make co-workers feel uncomfortable?

A: Many people are uncomfortable at first around a person with a disability. However, this discomfort usually wears off once they become colleagues. There are many ways to ease the adjustment time:

- ✦ Provide some disability awareness training before the employee with a disability starts the job.
- ✦ Encourage the open exchange of questions and answers among all employees.
- ✦ Let everyone know what your expectations are up front.
- ✦ Sometimes a buddy system for the new employee will help everyone adjust to the situation.

Q: Are workplace accommodations complicated and expensive?

A: Accommodations are usually much simpler and cheaper than the employer expects. The majority of accommodations cost less than $500. Sometimes rehabilitation agencies will help in acquiring assistive aids. There are also low cost loans and tax credits available to the employer. Employers can also consult the Job Accommodation Network for referrals and advice by calling (800) 526-7234.

Q: Do workers with disabilities have poorer safety records than nondisabled workers?

A: Employees with disabilities work safely and often are more careful than their nondisabled co-workers.

Q: Are employees who have disabilities difficult to supervise?

A: Supervision issues are much the same whether an employee has a disability or not. Employees with disabilities should be subject to all the same performance standards as their nondisabled colleagues.

Q: Will nondisabled employees constantly have to stop what they are doing to help the employee with a disability?

A: Many workers who have disabilities perform their jobs with no assistance whatsoever from co-workers. The key is to match the employee's abilities with the requirements of the job. Most employees with disabilities expect and want to do their jobs as independently as possible. Occasionally an employee with a disability may require assistance, but can usually return the favor by helping another worker with a different task.
EXAMPLE: A secretary who is blind may not be able to use the xerox machine but she/he could answer phones while the co-worker does the xeroxing.

Q: Do employees with disabilities perform as well as nondisabled employees?

A: Employees with disabilities often excel in willingness to work hard, reliability, productivity, and desire for promotion.

Q: Wouldn't most people with disabilities rather collect benefits than work?

A: Would you? Staying at home is lonely, boring, and poverty inducing. Most disabled people want a chance to contribute to society, take pride in their work, and earn a living wage.

Q: Will workers with disabilities be absent more than nondisabled workers?

A: Many surveys on absenteeism indicate that employees with disabilities often are more motivated to work and have better attendance records than do their nondisabled counterparts.

continued

Q: What salary range would be fair to the employer and the employee?

A: The salary offered to an employee with a disability depends upon the same factors as the salary for a nondisabled employee. The employer should consider productivity, the nature of the work, the skills required, the benefits offered, and the experience of the prospective employee. Disability is not a consideration when establishing a salary.

Q: Will workers with disabilities cause the company workers' compensation to rise?

A: Workers' compensation rates are based primarily on industry type and company size, and only secondarily on a company's individual accident rate. Since employees with disabilities have been shown to have a better safety record, they should help lower and not raise compensation rates. Employers are not responsible for pre-existing condition coverage.

Q: Will workers with disabilities cause company health insurance rates to rise?

A: It is true, that on average, persons with disabilities are hospitalized more than nondisabled persons for disability related causes. However, this is mitigated by the fact that persons with disabilities are less likely to participate in dangerous physical activities which cause the majority of traumatic injuries, such as automobile accidents and contact sports.

*Source: Adapted from WORKPLACE, a publication produced by the President's Committee on Employment of Persons with Disabilities, Washington DC.

If you have questions about creating an equitable environment for women and girls with disabilities, contact the:

Coordinator of Disability Services
The Career Options Institute
6 British American Boulevard, Suite G
Latham, NY 12110
Phone: (518) 786-3237
Fax: (518) 786-3245

EXAMPLES OF THE APPLICATION OF REASONABLE ACCOMMODATIONS

✦ JOB ACCOMMODATIONS FOR PEOPLE WITH DISABILITIES

The selection and implementation of reasonable and appropriate job accommodations for people with disabilities requires a partnership between the employee and company representatives. The goal is to provide a suitable accommodation for the employee while maintaining cost effectiveness.

The President's Committee on Employment of People with Disabilities works with employers through the Job Accommodation Network (JAN). The telephone number for JAN is (800) JAN-PCEH, or (800) 526-7234.

What follows are some relatively low cost descriptions of accommodations which appear on the JAN database. These samples are not necessarily the "only" or "best" solutions, but are offered to provoke thought about the process of accommodation.

Studies by the President's Committee show that 31% of accommodations cost nothing, 50% of the remainder cost less than $50 and 69% cost less than $500.

✦ A person had an eye disorder. Glare on the computer screen caused fatigue. An anti-glare screen was purchased -- $39.

✦ A person with a learning disability worked in the mail room. He had difficulty remembering which streets belonged with specific zip codes. A rolodex card system was set up with street names listed alphabetically -- $150.

✦ A worker had difficulty using the telephone due to a hearing impairment which required the use of hearing aids. It was suggested that she take a lower paying job which did not require the use of the telephone. Instead, telephone amplifier was purchased which works in conjunction with her hearing aids -- $48. This allowed her to keep the same job.

✦ A clerk developed limitations in the use of his hands. He could not use files effectively. A lazy susan file folder was provided and he kept his current job -- $85.

✦ An individual lost the use of a hand and could no longer use a camera. A regular tripod proved too cumbersome. A waist pod, such as is used to carry a flag enabled him to manipulate the camera and keep his job -- $85.

✦ A seamstress could not use ordinary scissors due to wrist pain. A pair of spring-loaded ergonomically designed scissors solved the problem -- $18.

✦ A receptionist who is blind could not see the indicator lights on her switchboard. A simple light probe allows her to detect the indicator lights -- $45.

✦ A police officer who has dyslexia spent hours at the end of each day to fill out forms. Her department agreed to an accommodation which allows her to dictate notes into a tape recorder and have them typed -- $69.

✦ A person using a wheelchair was unable to sit at a desk because it was too low for his knees to fit underneath. The desk was raised with wooden blocks -- $00.

✦ A company wanted to hire a clerk who could not access vertical filing cabinets from her wheelchair. The company purchased lateral file cabinets and hired her -- $450.

✦ A person had a condition which required two one-hour rest periods during the day. The company agreed to change his schedule to allow for longer breaks as long as he put in the required number of hours per week -- $00.

✦ A mail carrier with a back injury could no longer carry his mailbag. A cart that could be pushed allowed him to keep his route -- $150.

✦ REASONABLE ACCOMMODATION FACT SHEET*

✦ ***DEFINITION:*** Reasonable accommodation is the effort made by an employer to remove any barriers, physical or attitudinal, which prevent or limit the employment or upward mobility of persons with a disability.

A person with a disability cannot be denied a job if she/he meets all the prerequisites, are the most qualified, and can perform all the essential functions of that job.

✦HOW TO DETERMINE ESSENTIAL FUNCTIONS OF THE JOB

- ✓ Does the position depend upon performing that task?
- ✓ Are other employees available to perform that function?
- ✓ What degree of skill or expertise is required to perform the function?

✦ CATEGORIES OF REASONABLE ACCOMMODATION

- ✓ Work restrictions. (limits on climbing or lifting, etc.)
- ✓ Job site modification. (more space around work areas, shorter distances to move items, etc.)
- ✓ Job restructuring. (addition of flex time or rest periods; reassignment of nonessential tasks to other employees, etc.)
- ✓ Support services. (job coach, sign language interpreters, or readers can provide assistance and support, but do not perform the job.)
- ✓ Auxiliary aids. (talking calculators, grabbers, money identifiers, revolving desks, etc.)
- ✓ Barrier removal. (elimination of obstacles; creation of tactile signs; disability awareness sessions for all employees, etc.)

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HOW TO WORK WITHIN THE EMPLOYMENT PROVISIONS OF THE AMERICANS WITH DISABILITIES ACT

Title I of the Americans with Disabilities Act, ADA, prohibits discrimination against qualified individuals with disabilities in all employment practices, including recruitment, job application procedures, testing, hiring, firing, promotions, training, and compensation. Because the law encompasses all aspects of employment, it is essential that the employer understand this new law and how to provide equal opportunities for applicants/employees with disabilities. It is equally important that the applicant/employee become familiar with her/his rights.

What Does Title I cover?

Title I of the ADA prohibits discrimination; it is not an affirmative action or employment preference law.

No employer is required under the ADA to hire an individual with a disability solely because that individual has a disability, even if the individual is as qualified as other applicants. Neither is an employer required to lower performance standards to enable an employee with a disability to perform essential functions. The employer simply may not discriminate against an individual because of her/his disability.

Who must comply with the law?

- As of July 26, 1994, all private employers having 15 or more employees must comply with the employment provisions of the ADA.

- State and local governments are covered regardless of their size.

- All employment agencies and labor unions are also covered.

(An employer who is covered by the ADA provisions in Title I. cannot avoid its obligations by contracting with outside firms to carry out such activities as recruiting, training, testing etc.)

Who is protected?

The ADA employment provisions protect qualified individuals who have disabilities identified under the law, even if those individuals need reasonable accommodations in order to perform essential job functions. These individuals include any person who has a physical, psychological, or sensory condition which limits her/his ability to perform any of the daily life functions on a routine basis. For more specific information, see a copy of the law.

To be qualified for the position, the person with a disability must possess all the prerequisites for the job, i.e. any degrees, licenses, work experience, or skills needed to perform the job, and must be able to perform the essential functions of the job, with reasonable accommodations, when necessary. (The essential job functions or duties are those which must be performed by a particular person in order for the employer to carry on business.)

What are reasonable accommodations?

Reasonable accommodations may be thought of as efforts made by the employer to remove any barriers, physical or attitudinal, which prevent or limit the employment or upward mobility of a person with a disability. (Pomerantz, 1992) Reasonable accommodations need to be looked at on a case by case basis and must be requested by the applicant/employee. Ultimately, the employer has the right to choose which accommodations will be made. Reasonable accommodations include:

- Making all job announcements, applications, and pre-employment tests available to all individuals regardless of their disabling condition. For example: Visually impaired employees and applicants are within their right to request that all announcements, forms, and tests be provided in alternative mediums, that they are provided to them ahead of time, or that someone be designated to read said information upon request.

- Arranging alterations to work schedules, reassignment of nonessential tasks, redesign of a work station, or the addition of adaptive equipment in order to assist the person with a disability to perform essential job duties.

- Finding ways to give employees with disabilities equal access, to the extent possible, to all employee benefits and privileges which are available to nondisabled employees.

(It is encouraging to note that, according to the Job Accommodation Network, most accommodations cost less than $200.)

How can an applicant/employee prove discrimination?

The law requires that the burden of proving that employment discrimination has occurred lies with individual with a disability, who must:

- have a disability identified under the law.
- be qualified for the position or benefit that s/he is seeking.
- be able to prove that s/he was discriminated against based on disability.

Some examples of possible proof might be:

- An overemphasis during the interview on the applicant's disability and its limitations.
- Stereotypical statements about certain disabilities.
- Disparaging statements by the interviewer about previous experiences with employees with disabilities.
- Evidence that the applicant is being processed with less than serious consideration.

It is important for employer and employee/applicant to address concerns in a cooperative manner, since a discrimination lawsuit can be costly and take several years to be resolved. (The Equal Employment Opportunity Commission reports that it takes an average of five years for a case to be heard and resolution sought.) Complying with the provisions of ADA may appear daunting at the onset, but it is really good business. Once reasonable accommodations are made, the business acquires a skilled and eager new employee who will most likely surpass expectations. And you are not only following the law you are opening up your business to the entire community and increasing opportunities for everyone.

(Information for this piece was synthesized from "What the Disabled job Seeker Needs to Know About Reasonable Accommodations" By Mitch Pomerantz; BRAILLE FORUM June 1992 and "Title I of the Americans with Disabilities Act: Some Practical Tips" By Julie H. Carroll; THE BRAILLE FORUM November 1995.)

GLOSSARY OF DISABILITY-RELATED TERMS

DEFINITIONS, ACRONYMS, AND PREFERRED TERMINOLOGY*

✦ **ASSISTIVE LISTENING SYSTEM.** An auxiliary sound system. There are at least three different types used to increase the audibility of sound for people with hearing impairments through the use of individual receivers or by adjusting a switch on a hearing aid.

✦ **AUXILIARY AIDS AND SERVICES.** Assistance provided to a qualified individual with a disability (through technologies, specialized equipment, or human help) that enables that individual to communicate and receive communication in a manner as effective as that available to others without disabilities.

✦ **BLIND.** Describes a condition in which a person has loss of vision for ordinary life purposes. Generally, anyone with less than 10% of normal vision would be regarded as legally blind. Visually impaired is the generic term preferred by some individuals to refer to all degrees of vision loss.

✦ **BRAILLE.** A system of raised dots that allows people who are blind to read by touch with their fingertips.

✦ **CANE DETECTABLE.** An object that can be felt by a person using a cane to navigate. Object should be within 27 inches of the ground to be reached by the cane. If placed below 27 inches from the ground, a blind person using a cane may not be able to detect it and may run into it.

✦ **CAPTIONING.** The process by which the audio part of a television show, videotape or film is transcribed and made visible on the screen in print. Similar to sub-titles on foreign films.

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*Adapted from **Guidelines for Reporting and Writing about People with Disabilities**, Advocado Press, 1987)

✦ **CLEFT LIP.** Describes a specific congenital disability involving the lip and gum. The term "hare lip" is anatomically incorrect and stigmatizing.

✦ **CONGENITAL DISABILITY.** Describes a disability that has existed since birth but is not necessarily hereditary. The term "birth defect" is inappropriate.

✦ **DEAF.** Deafness refers to a profound degree of hearing loss that prevents understanding speech through the ear. Hearing impaired is the generic term preferred by some individuals to refer to any degree of hearing loss -- from mild to profound. It includes both hard of hearing and deaf. Hard of hearing refers to a mild to moderate hearing loss that may or may not be corrected with amplification.

✦ **DEVELOPMENTAL DISABILITY.** Any mental and/or physical disability that has an onset before age 22 and may continue indefinitely. It can limit major life activities. The term includes individuals with mental retardation, cerebral palsy, autism, epilepsy (and other seizure disorders), sensory impairments, congenital disabilities, traumatic accidents, or conditions caused by disease (polio, muscular dystrophy, etc.).

✦ **DISABILITY.** The general term used for a functional limitation that interferes with a person's ability to walk, hear, learn, lift, etc. It may refer to a physical, sensory, or mental condition.

✦ **DOWN SYNDROME.** Describes a form of mental retardation caused by improper chromosomal division during fetal development.

✦ **HANDICAP.** This term is not synonymous with disability. It describes a condition or barrier imposed by society or the environment, or by one's own self. Handicap can be used when citing laws and situations but should not be used to describe a disability.

✦ **HEAD INJURY.** Describes a condition where there is temporary or long-term interruption of brain functioning.

✦ **INCLUSION.** Students with disabilities will be educated in the same environments and be entitled to all the same academic opportunities.

✦ **LARGE PRINT.** Large print is print that is larger than 18 point. Regular print is usually 12 point. This manual's basic font is 14 point. This is 16 point. This is 18 point.

✦ **MAINSTREAMED.** Students with disabilities will be educated in the same environment as those who are not disabled.

✦ **NONDISABLED.** Appropriate term for persons who are without disabilities. The terms "normal," "able-bodied," "healthy," or "whole" are inappropriate.

✦ **MENTAL ILLNESS/MENTAL DISABILITY.** Describes a condition where there is loss of social and/or vocational skills. Mental disability describes all of the recognized forms of mental illness, severe emotional disorder, or mental retardation. Terms such as "neurotic," "psychotic," and "schizophrenic" should be reserved for technical medical writing only.

✦ **PARAPLEGIA.** Refers to substantial or total loss of functioning in the lower part of the body only.

✦ **QUADRIPLEGIA.** Describes substantial or total loss of functioning in all four extremities.

✦ **REASONABLE ACCOMMODATION.** (1) Modifications to a job application process to allow an applicant with a disability to be considered for a job; (2) modifications to the work environment or to the way a job is usually performed that enable a qualified person with a disability to perform essential job functions; or (3) modifications or adjustments that enable an employee with a disability to enjoy equal benefits and privileges of employment.

✦ **SEIZURE.** Describes an involuntary, muscular contraction, a brief impairment, loss of consciousness, etc., resulting from a neurological condition, such as epilepsy. The term convulsion should only be used for seizures involving contraction of the entire body.

✦ **SLIP RESISTANT.** A surface which provides traction even when wet.

✦ **SMALL STATUE.** Do not refer to very small persons as dwarfs or midgets. Dwarfism is an accepted medical term, but it should not be used as general terminology.

✦ **SPASTIC.** Describes a muscle with abnormal and involuntary spasms. It [illegible] not appropriate for describing someone with cerebral palsy. Muscles are spastic, not people.

✦ **SPECIAL.** Describes that which is different or uncommon about any person. Do not use it to describe persons with disabilities (except when citing law or regulations.)

✦ **SPECIFIC LEARNING DISABILITY.** Describes a permanent condition in which persons with average or above average intelligence take in, retain, and express information differently from what is considered normal. Specific is preferred because it emphasizes that only certain learning processes are affected.

✦ **SPEECH DISORDER.** Describes a condition where a person has limited or difficult speech patterns.

✦ **SPINAL CORD INJURY.** Describes a condition where there has been permanent injury to the spinal cord.

✦ **TDD.** See Text Telephone.

✦ **TELECOMMUNICATION RELAY SERVICE.** An operator service that facilitates communication between persons who use Text Telephones and persons who use voice telephones. The operator types to the person with a text telephone what the other person is saying and reads the response to the person using a voice telephone. Call your telephone company for information about the services in your state.

✦ **TEXT TELEPHONE.** This is an alternative way for deaf people or persons with speech impediments to use the telephone. It is an easily portable device for telephone service which sends and receives typed messages through a display screen of about 20 characters with a keyboard. Commonly referred to as either a TDD (Telecommunications Device for the Deaf) or a TTY (Teletypewriter).

✦ **TRANSITIONAL PLAN.** A plan developed to assist a student with a disability to achieve higher education and/or employment. It should include steps toward achieving that goal and necessary technology or other assistive aids required to reach that goal.

✦ ACRONYMS

ADA	Americans with Disabilities Act
CAP	Client Assistance Program
CBVH	Commission for the Blind and Visually Handicapped
CILC	Council of Independent Living Centers
CPSE	Committee on Preschool Special Education
CSE	Committee on Special Education
DDPC	Developmental Disabilities Planning Council
DDSO	Developmental Disabilities Services Office
DIMEnet	Disabled Individuals Movement for Equity network
FAPE	Free and Appropriate Public Education
IDEA	Individuals with Disabilities Education Act
IEP	Individualized Education Plan
IFSP	Individualized Family Service Plan
ILC'S	Independent Living Center's
IWRP	Individualized Written Rehabilitation Plan
OMRDD	Office of Mental Retardation and Development Disabilities
PAS	Personal Assistance Services
PASS	Plan for Achieving Self Support
SETRC	Special Education Training and Resource Center
SSI	Supplemental Security Income
SSDI	Social Security Disability Insurance
TRE	Technology Resources for Education
UCP	United Cerebral Palsy Association
VESID	Vocational and Educational Services for Individuals with Disabilities

WHERE DO I LOOK FOR HELP?

The Career Options Institute does not specifically endorse any of these vendors , but simply offers them as a representation of the vast information available to assist in the inclusion and advancement of students with disabilities.

✦ ADA COMPLIANCE

The Job Accommodation Network -- Assistance in identifying cost effective reasonable accommodations.
✔ (800) 526-7234

Office of the U.S. Attorney General
✔ (202) 514-0301

Equal Employment Opportunity Commission
✔ (202) 663-4903
Clarification of the Americans with Disabilities Law
✔ (800) USA-EEOC

ADA Watch Hotline -- Questions and answers about complying with the ADA.
✔ (800) 875-7814

ADA Multi-language Hotline
Information, referral sources and brochures in English, Spanish, Mandarin, Cantonease, Korean, Vietnamese and Cambodian.
✔ (310) 214-8661
✔ Rotary Phones (310)214-3430
✔ TDD (310) 214-8663

✦ Volunteers who produce books in alternative mediums and/or have them available for free loan:

National Library Service for the Blind and Physically Handicapped
Library of Congress
Washington, DC 20542
✔ (800) 424-8567

A directory, available in braille and large print formats, which gives names of volunteer groups and individuals who transcribe and record books and other reading materials for blind readers. It's free!

Recordings for the Blind and Dyslexic (RFB&D)
20 Roszel Road
Princeton, NJ 08540
✔ (800) 221-4792 or (609) 452-0606

A recordings and loan service of textbooks available on cassette or computer disk for persons who are blind, cannot read the printed word or who have learning disabilities.

New York State Talking Book and Braille Library
Cultural Education Center
Empire State Plaza
Albany, NY 12230
✔ (518) 474-5935

Lending service of fiction and nonfiction books for children and adults in braille, talking books or cassette.

Physical Accommodations
Work Stations, Inc.
165 Front Street, Door D
Chicopee, MA 01013
✔ (413) 598-8394

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Modifications to work and educational sites to adapt them to needs of disabled users.

J.L. Sauder & Associates
1115 Route 300
Wallkill, NY 12589;
✔ Telefax: (914) 895-1608

Braille and raised letter signage

✦ OTHER NEEDS

1994 American Foundation for the Blind (AFB) catalog available in print, braille, cassette or diskette.
300 household, business and employment, recreation and health care products.
✔ Phone: (24 hours a day) (800) 829-0500

✦ OTHER RESOURCES

Transition to the American University. This is a five course audio correspondence course available to blind students free of charge.

Course 1--Preparation Starts Early. Assessing current abilities, power of a positive attitude, and how to set and achieve realistic goals.

Course 2--Personal Study Skills. Effective listening, memory, studying and note taking skills.

Course 3--Adaptations and Accommodations. Effective organizational techniques, finding and using readers, utilizing access technologies, negotiating course modifications, test taking strategies, research skills, and basic classroom survival.

Course 4--Personal and Social Adjustment to Campus Life. Housing arrangements, use of campus student services. Home and personal management skills, safety issues and extracurricular activities.

Course 5--Career Planning. How to identify potential careers and related jobs, development of a life/career plan to accomplish goals by assessing personality, conducting labor market research.

✓ Call: Hadley Student Services department at (800) 526-9909.

"Resources The Disabled Can Use to Fund and Acquire Computers" Sources for grants, programs, services, technology related assistance, where to purchase computers at discounts and information about companies that produce special computer related products. $5.00 for print and $8.00 for cassette from Twin Peaks Press; PO Box 129; Vancouver, WA 98666. Include name, address and words "Computer Report" along with your check. ✓ Or call, (360) 694-2462.

Abilities First
P.O. Box 927
Greenfield, MA 01302
✓ (413) 774-6756

Large print and braille transcription to businesses, schools, organizations and individuals. Bus schedules, menus, work related forms, product instruc tions and building directories.

✦ PUBLICATIONS

MAINSTREAM MAGAZINE for persons with disabilities, new products and technology; politics and advocacy; employment, education, travel and recreation; sports and fitness; transportation; housing and provocative commentary. Available by subscription in print, audio cassette or diskette; one year for $24.00.
✓ Contact William Struthers at (619) 234-3138.

CAREERS AND THE DISABLED
1160 East Jericho Turnpike, Suite 200
Huntington, NY 11743
✓ (516) 421-9402.

Magazine contains career preparation, resume writing, interviewing strategies, and articles about successfully employed persons with disabilities.

National Braille Press
88 St. Stephen Street
Boston, MA 02115.
✔ (617) 266-6160

Has a directory, available in braille and large print formats, which gives names of volunteer groups and individuals who transcribe and record books and other reading materials for blind readers. It's free! Also available is a children's books club and materials on assistive technology.

Horizons for the Blind
16A Meadowdale Center
Carpentersville, IL 60110
✔ (708) 836-1400 (voice/tdd)
✔ (708) 836-1443 (fax)

Selected resources in braille and transcription services.

1994 AFB catalog available in print, braille, cassette or diskette.
✔ Phone: (24 hours a day) (800) 829-0500

300 household, business and employment, recreation and health care products.

NYSHESC
Student Information - HSA99 Tape
Albany, NY 12255/0001

An audio tape version of HOW TO APPLY for FINANCIAL AID. It explains application process and assistance available to New York State college students.

"Financial Aid for the Disabled and Their Families" 1994-1996 edition.
$38.50 plus $4.00 shipping and handling

"How To Find Out About Financial Aid"
$35.00 plus $4.00 shipping and handling
"Financial Aid for Veterans, Military Personnel, and Their Dependents, 1994-1996" $38.50 plus $4.00 shipping and handling

"Directory of Financial Aid for Women, 1993-1995"
$45 plus $4.00 shipping and handling

"Directory of Financial Aid for Minorities, 1993-1995"
$47.50

"Financial Aid for Research and Creative Activities Abroad, 1993-1995"
$45.00

"Financial Aid for Study and Training Abroad, 1994-1995"
$37.50

Reference Service Press
1100 Industrial Road, Suite 9
San Carlos, CA 94070
✓ (415) 594-0743

Easier Ways, Inc.
1101 N. Calvert Street, Suite 405
Baltimore, MD 21202
✓ (410) 659-0232

Announcing Path Mark II This is a system that assists transit companies in complying with the Americans with Disabilities Act. With the push of a button, Path Mark I announced the next stop to passengers on a bus.

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National Resources for Adults with Learning Disabilities
Available in print or on computer disk.
✔ Call HEATH at (800) 544-3284, *or*
National Resources for Adults with Learning Disabilities
✔ (202) 884-8185

Adaptive equipment loans can be obtained by applying to the Department of Social Services. For more information and an application, write to:

Equipment Loan Fund for the Disabled
Office of Financial Management
NYS Department of Social Services
40 North Pearl Street
Albany, NY 12243 0001

General Motors Saturn Division is offering people with disabilities up to $1,000 to pay for the installation of adaptive driving devices on their new Saturn cars. Contact your local dealer for information about the Saturn mobility program.

ACCESS TO RECREATION INC.
2509 E. Thousand Oaks Blvd.
Suite 430
Thousand Oaks, CA 91362

A variety of assistive recreational devices.

Easter Seals Society
Communications Dept.
70 E. Lake Street
Chicago, IL 60601
✔ (312) 726-6200

They have posters and educational material available.

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MaxiAids
42 Executive Blvd.
Farmingdale, NY 11735
✔ (800) 522-6294

A catalog service selling a wide variety of games, assistive devices etc.

Careers and Technology Information Bank
American Foundation for the Blind
15 West 16th Street
New York, NY 10011

Keeps a data base of visually impaired workers broken down by career type and interest in technology

RPM Press Inc.
P.O. Box 31483
Tucson, AZ 85751
✔ (520) 886-1990

RPM publishes a variety of material to assist with the training transitioning of students with disabilities.

National Industries for the Blind
524 Hamburg Turnpike, CN969
Wayne, NJ 07474
✔ (201) 595-9200

NIB offers internship opportunities to students interested in marketing and/or manufacturing.

Mobility International USA
P.O. Box 10767
Eugene, Oregon 97440
✓ (503) 343-1284

MIUSA includes young people with disabilities in their exchange programs to countries like Mexico, Russia, etc.

American Association for the Advancement of Science
1333 H Street, NW
Washington, DC 20005
✓ (202) 326-6670

AAAS published two booklets: FIND YOUR FUTURE and YOU'RE IN CHARGE. They also have BARRIER FREE: A resource directory for Scientists and Engineers, (four booklets on barrier free access). AAAS also produces the video, "The Problemsolvers: People in Engineering Careers"

The following agencies have produced position or issue papers which may be of interest to you.

American Council on Education
1 Dupont Circle, Suite 800
Washington, DC 20036-1193
✓ (800) 544-3284 or (202) 939-9320

- "Education For Employment"
- "Options for Vocational Assessment and Evaluation"
- "Measuring Student Progress"
- "Access to Science and Engineering"

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The American Council on Education also has a Transitional Services Guide available from Heath Publications.

Educational Equity Concepts, Inc.
114 E. 32nd Street, Suite 701
New York, NY 10016
✓ (212) 725-1803

- ■ "A Report On Women With Disabilities In Postsecondary Education."
- ■ "Short Changing Girls: Short Changing America"

American Council on Rural Special Education (ACRES)
Department of Special Education
University of Utah
Salt Lake City, UT 84112
✓ (801) 581-7200

ACRES is a membership organization made up of special educators, related services staff, teachers/trainers, administrators and parents who are concerned with the enhancement of services to rural persons with disabilities. They look at inadequate resources, recruitment and retention through maintaining a communications network, preparing resources and testimony for the US Congress, facilitating interagency efforts designed to enhance educational opportunities, exploring and encouraging creative service delivery models. They provide national conferences, special interest groups, a newsletter and other publications, research linkages, and provide advocacy training for parents.

Parents Advocacy Center for Educational Rights (PACER Center)
3826 Chicago Aveue S.
Minneapolis, MN 55417-1055
✓ (612) 827-2966

This is a membership organization which provides advocacy and training in the form of newsletters, publications and videos--emphasis on parent involvement.

CAPITAL DISTRICT
SUPPORT/ADVOCACY GROUPS

The Capital Region Advocacy and Support Groups are examples of support groups which exist all over New York State. Consult your local phone directory or contact your local Independent Living Center for groups in your specific area.

- Capital District Attention Deficit Disorder Association
- Down Syndrome/Aim High
- Parent Friend Program
- Parents in Support of Pinewood (PISP)
- Parent Professional Special Education Association Council (PPSEAC)
- Partners in Growth - Center for Child Study at Skidmore College
- Saratoga Epilepsy Support Group
- Spina Bifida Association - Albany
- The Inclusion Group
- Tourette Syndrome Association
- Traumatic Brain Injury
- Turner Syndrome Group

Contact your local Independent Living Centers or Special Education and Training Resource Center for specific information.

ASSISTIVE TECHNOLOGY SERVICES ACROSS NEW YORK STATE

Technology Resource Centers provide training to parents and educators in the use of assistive technology; evaluate the assistive technology needs of students with disabilities; review new devices; and provide supporting software to New York State's schools.

ABLECOM Center
Cattaraugus-Allegany BOCES
Washington West
Elementary School
1626 Washington Street
Olean, NY 14760
✔ (716) 373-6077

Adaptive Living Rehabilitation Engineering Services
2 Charles Street
Rochester, NY 14608
✔ (716) 235-7270

Adaptive Technology Centers
New York City Board of Education
District 75 - Citywide Programs
400 First Avenue
New York City, NY 10010
✔ (718) 779-7200

Assistive Technology Center
United Cerebral Palsy Association of Western New York
4635 Union Road
Buffalo, NY 14225
✔ (716) 633-4444

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Bronx Adaptive Technology Center
P754X, 470 Jackson Avenue
Bronx, NY 10455
✔ (718) 585-5510

Brooklyn Adaptive Technology Center
P811K, 2525 Haring Street
Brooklyn, NY 11235
✔ (718) 743-6420

Capital District Center for Independence
West Mall Office
845 Central Avenue
Albany, NY 12206
✔ (518) 459-6422 (Voice and TDD)

Center for Therapuetic Applications of Technology
SUNY Buffalo
515 Kimball Tower
Buffalo, NY 14214
✔ (800) 628-2281 (Voice and TDD)

Clinton-Essex-Warren-Washington BOCES
Assistive Technology Department
P.O. Box 455
Plattsburgh, NY 12901
✔ (518) 561-0100 ext. 237

Center for Adaptive Technology, Inc.
15 W. 65th Street
New York, NY 10023
✔ (718) 873-1409

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Center for Computing and Disability (CCD)
University at Albany
Office of Information Systems BA-B22
1400 Washington Avenue
Albany, NY 12222
✔ (518) 442-3874 (Voice) and (518) 442-3640 (TDD)

Computer Center for the Visually Impaired
Baruch College - CUNY
17 Lexington Avenue
Box 515
New York, NY 10010
✔ (718) 447-3070

Computer Options for the Exceptional
2 La Grange Avenue, #201
Poughkeepsie, NY 12603
✔ (914) 452-1850

Department of Rehabilitation Center
Mount Sinai Medical Center
c/o Department of Rehabilitation Medicine
Mount Sinai Medical Center Team Lab
Box 1420
One Gustave L. Levy Place
New York, NY 10029-6574
✔ (718) 241-3966

ENABLE
Schneier Communication Unit
1603 Court Street
Syracuse, NY 13208
✔ (315) 455-7591

Helen Keller National Center for Deaf-Blind Youths and Adults
111Middle Neck Road
Sands Point, NY 11050
✔ (516) 944-8900 (Voice and TDD)

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Information on Blind Access
National Association for Visually Handicapped
22 W. 21st Street
New York, NY 10010
✔ (718) 889-3141

Learning Technologies: Center for Educational Resources and Technologies
State University of New York at Buffalo
217 Baldy Hall
Buffalo, NY 14260
✔ (716) 645-2110

Manhattan Adaptive Technology Center
P079M, 55 East 120th Street
New York, NY 10035
✔ (718) 410-0744

Nassau Applied Technology Resource Center
Rehabilitation Technology Services
380 Washington Avenue
Roosevelt, NY 11575
✔ (516) 378-2000, ext. 263

National Technical Institute for the Deaf
P.O. Box 9887
Lyndon Baines Johnson Building
Rochester, NY 14623
✔ (716) 475-6400

National Technology Center
American Foundation for the Blind
15 W. 16th Street
New York, NY 10011
✔ (718) 620-2080

New York Association for the Learning Disabled

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90 South Swan Street
Albany, NY 12210
✓ 356-6331

New York State Head Injury Association
855 Central Avenue
Albany, NY 12206-1506
✓ (518) 459-7911

New York State Office of Advocate for the Disabled
One Empire State Plaza
10th Floor
Albany, NY 12223-0001
✓ (800) 522-4369 (voice & TDD)

Northeastern Association for the Blind
301 Washington Avenue
Albany, NY 1220
✓ (518) 356-6331

Project Access to Computer Training
United Cerebral Palsy of New York, Inc.
120 E. 23rd, 5th floor
New York, NY 10010
✓ (718) 979-9700

Queens Adaptive Technology Center
P752Q
142-10 Linden Boulevard
Jamaica, NY 11436
✓ (718) 659-1956

Resource Center for Independent Living
409 Columbia Street
Utica, NY 13502
✓ (315) 797-4642

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Rochester Center for Independent Living
758 South Avenue
Rochester, NY 14620
✓ (716) 442-6470 (voice and TDD)

State of New York Office of Mental Retardation and
Developmental Disabilities
44 Holland Avenue
Albany, NY 12229
✓ (518) 473-7855

Staten Island Adaptive Technology Center
P721R, 155 Tompkins Avenue
Staten Island, NY 10304
✓ (718) 876-5194

Technology Resource Center
UCP of New York City
120 East 23rd Street
New York, NY 10010
✓ (718) 979-9700 (voice) and (718) 475-0842 (TDD)

Techspress
Resource Center for Independent Living
409 Columbia Street
Utica, NY 13502
✓ (315) 797-4642

Tech Reach
National Center for Disability Services
201 I.U. Willets Road
Albertson, NY 11507-1599
✓ (800) 487-2805 (voice) and (800) 676-2831(TDD)

Technology Resources for Education Center
Maywood School
1979 Central Avenue
Albany, NY 12205
✓ (518) 456-9290 (voice and TDD)

TRAID Rural Outreach Center
J.N. Adam D.D.S.O.
10310 County Road 58
Perrysburg, NY 14219
✓ (716) 532-5522 ext. 2361 (voice)

Vision Resource Center
76 Madison Avenue @ 28th Street
6th floor
New York, NY 10016
✓ (718) 251-0531

Westchester Institute for Human Development
Westchester County Medical Center
Cedarwood Hall
Valhalla, NY 10595-1689
✓ (914) 285-1317 (voice) and (914) 285-1204 (TDD)

(This is a partial listing. No endorsements intended.)

NATIONAL ASSISTIVE TECHNOLOGY RESOURCES

AbleNet, Inc.
1081 10th Avenue, S.E.
Minneapolis, MN 55414
✔ (800) 322-0956

Accent on Information
P.O. Box 700
Bloomington, IL 61702
✔ (309) 378-2961

ACTT (Activating Children Through Technology)
Western Illinois University
27 Horriban Hall
Macomb, IL 61455
✔ (309) 298-1634

Alexander Graham Bell Association for the Deaf
3417 Volta Place N.W.
Washington, DC 20007
✔ (202) 337-5220

Alliance for Technology Access
1128 Solano Avenue
Albany, CA 94706
✔ (510) 528-0747

American Occupational Therapy Association (AOTA)
P.O. Box 1725
1383 Picard Drive
Rockville, MD 20850
✔ (301) 948-9626

American Printing House for the Blind
P.O. Box 6085
Louisville, KY 40206
✓ (502) 895-2405

American Speech-Language-Hearing Association (ASHA)
10801 Rockville Place
Rockville, MD 20852
✓ (301) 897-5700 or (800) 638-8255

Apple Computer Inc.
Worldwide Disability Solutions Group
20525 Mariani Avenue
MS 43S, Cupertino, CA 95014
✓ (408) 974-7910 (Voice), (408) 974-7911 (TDD)

AT & T National Special Needs Center
2001 Rt. 46, Suite 310
Parsippany, NJ 07054-1315
✓ 800) 233-1222 (Voice), (800) 833-3232 (TDD)

Autism Society of America
8601 Georgia Avenue, Suite 503
Silver Spring, MD 20910
✓ (301) 565-0433

Blue Grass Technology Center for People with Disabilities
169 N. Limestone
Lexington, KY 40507
✓ (606) 255-9951

Carroll Center for the Blind
770 Centre Street
Newton, MA 02158-2597
✓ (617) 969-6200

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CAST, Inc. (Center for Applied Special Technology)
39 Cross Street
Peabody, MA 01960
✔ (617) 531-8555

Center for Computer Assistance to the Disabled (C-CAD)
1950 Stemmons Freeway, Suite 4041
Dallas, TX 75207-3109
✔ (214) 746-4217

Center for Enabling Technology
9 Whippany Road
P.O. Box 272
Whippany, NJ 07981
✔ (201) 428-1455

Clearinghouse on Computer Accommodation
General Services Administration, KGDO
18th and F Street N.W., Rm. 2022
Washington, DC 20405
✔ (202) 501-4906

Closing The Gap, Inc.
P.O. Box 68
Henderson, MN 56044
✔ (612) 248-3294

CMECSU Technology Project for Learners with Low Incidence Disabilities
3335 W. St. Germain Street
St. Cloud, MN 56301
✔ (612) 255-4913

Colorado Easter Seal Society, Inc.
Center for Adapted Technology
5755 W. Alameda
Lakewood, CO 80226
✔ (303) 233-1666

CompuPlay
711 E. Colfax
South Bend, IN 46617
✔ (219) 233-4366

Computer Center for People with Disabilities
Family Resource Associates, Inc.
35 Haddon Avenue
Shrewsbury, NJ 07702
✔ (201) 747-5310

Council For Exceptional Children (CEC)
1920 Association Drive
Reston, VA 22091-1589
✔ (703) 620-3660

CSUN Office of Disabled Student Services
18111 Nordhoff Street, DVSS
Northridge, CA 91330
✔ (818) 885-2869

Federation for Children with Special Needs
95 Berkley Street, Suite 104
Boston, MA 02116
✔ (617) 482-2915

Florida Diagnostic Learning Resources System (FDLRS)
5555 S.W. 93rd Avenue
Miami, FL 33165
✔ (305) 274-3501

Gallaudet University
Assistive Devices Facilities
800 Florida Avenue, NE
Washington, DC 20002
✔ (202) 651-5328

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HEATH Resource Center
1 Dupont Circle
Suite 800
Washington, DC 20036-1193
✔ (202) 939-9320 or (800) 544-3284

IBM National Support Center for Persons with Disabilities
P.O. Box 2150
Atlanta, GA 30055
✔ (800) 426-2133 (Voice), (800) 284-9482 (TDD)

Indiana Computer Training Project
NICE Lab Building #1 West
833 Northside Boulevard
South Bend, IN 46617
✔ (219) 237-4352

Information Center for Individuals with Disabilities
Fort Point Place, 1st floor
27-43 Wormwood Street
Boston, MA 02210-1606
✔ (617) 727-5540

INNOTEK
National Lekotek Center
2100 Ridge Avenue
Evanston, IL 60201
✔ (708) 328-0001

Institute for the Transfer of Technology to Education
National School Board Association
1680 Duke Street
Alexandria, VA 22314
✔ (703) 838-NSBA

International Society for Augmentative and Alternative Communication (ISAAC)
P.O. Box 1762, Station R
Toronto, ON, Canada M4G 4A3
✔ (416) 737-9308

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International Society for Technology in Education (ISTE)
1787 Agate Street
Eugene, OR 97403
✓ (503) 346-4414

Learning Disabilities Association of America
4156 Library Road
Pittsburg, PA 15234
✓ (412) 341-1515

Living and Learning Resource Center
Physically Impaired Association of Michigan
601 W. Maple Street
Lansing, MI 48906
✓ (517) 487-0883

Macomb Project
Western Illinois University
27 Horrabin Hall
1 University Circle
Macomb, IL 61455
✓ (309) 2981634

Maine Computer Consortium
P.O. Box 620
223 Main Street
Auburn, ME 04212-0620
✓ (207) 783-0833

Massachusetts Special Technology Access Center
12 Mudge Way 1-6
Bedford, MA 01730
✓ (617) 275-2446

Meeting Street Center/Easter Seal Society of Rhode Island
Assistive Device Resource Center
667 Waterman Avenue
East Providence, RI 02914
✓ (401) 438-9500 ext. 245

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Missouri Technology Center for Special Education
University of Missouri
Kansas City, MO 64110
✓ (816) 276-1000

National Down Syndrome Congress
1800 Dempster
Park Ridge, IL 60068-1146
✓ (708) 823-7550 or (800) 232-6372

National Easter Seal Society
70 E. Lake Street
Chicago, IL 60601
✓ (312) 726-6200

National Library Service for the Blind and Physically Handicapped
Library of Congress
1291 Taylor Street, NW
Washington, DC 20542
✓ (202) 707-5100

National Information Center for Children and Youth with Disabilities
P.O. Box 1492
Washington, DC 20013
✓ (703) 893-6061 or (800) 999-5599

National Rehabilitation Association (NRA)
1910 Association Drive
Suite 205
Reston, VA 22091
✓ (703) 715-9090

National Rehabilitation Information Center (NARIC)
Suite 935, 8455 Colesville Road
Silver Spring, MD 20910
✓ (800) 346-2742

National Spinal Cord Injury Association
600 W. Cummings Park, Suite 2000
Woburn, MA 01801
✓ (617) 935-2722 or (800) 962-9629

National Training Network
2007 Yanceyville Street, Suite 213
Greensboro, NC 27405
✓ (800) 728-2916

New Hampshire Assistive Technology and Equipment Center
P.O. Box 370
Laconia, NH 03267
✓ (603) 528-3060

PACER Computer Resource Center
4826 Chicago Avenue S.
Minneapolis, MN 55417-1055
✓ (612) 827-2966

Parent Information Center
151A Manchester Street
P.O. Box 1422
Concord, NH 03301
✓ (603) 224-7005 (Voice and TDD)

Parents, Let's Unite for Kids
1500 N. 30th Street
Billings, MT 59101-0298
✓ (406) 657-2055

Penn TECH
Gateway Corp. Center
6340 Flank Drive, Suite 600
Harrisburg, PA 17112
✓ (717) 541-4960 or (800) 360-PATC

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Project Tech
Massachusetts Easter Seal Society
484 Main Street, 6th Floor
Worcester, MA 01608
✔ (508) 757-2756 or (800) 922-8290

Pugliese, Davey and Associates
5 Bessom Street, Suite 175
P.O. Box 4000
Marblehead, MA 01945-4000
✔ (617) 639-1930 or (612) 224-2521

Recording for the Blind
20 Roszel Road
Princeton, NJ 08540
✔ (609) 542-0606

Rehabilitation Technology Services (VT)
I S. Prospect Street
Burlington, VT 05401
✔ (802) 656-2953

RESNA
1700 North Moore Street, Suite 1540
Arlington, VA 22209-1903
✔ (703) 524-6686

Software Evaluation Center
University of Southern Maine
303 Bailey Hall
Gorham, ME 04038
✔ (207) 780-5016

Technology and Media (TAM)
Council for Exceptional Children
1920 Association Drive
Reston, VA 22091-1589
✔ (703) 620-3660

The MFB Center
105 E. Main Street
Norristown, PA 19401
✔ (215) 292-0710

TRACE Research & Development Center
Center on Communication Control and Computer Access for Handicapped Individuals
Waisman Center
University of Wisconsin - Madison
1500 Highland Avenue
Madison, WI 53705-2280
✔ (608) 262-6966

United Cerebral Palsy of New Jersey, Inc.
354 South Broad Street
Trenton, NJ 08608
✔ (609) 392-4004

University of Connecticut Special Education Center Technology Lab
U-64, 249 Glenbrook Road
Storrs, CT 06269-2064
✔ (203) 486-0172

University of Utah
Department of Special Education Telecommunications
Milton Bennion Hall, Room 221
Salt Lake City, UT 84112
✔ (801) 581-8121

(This is a partial listing. No endorsements are intended.)

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DISABILITY-RELATED COMPUTER BULLETIN BOARDS

4 Sights Network
Greater Detroit Society for the Blind
16625 Grand River
Detroit, MI 48227
✓ (313) 272-3900 or (313) 272-7111 (dial in)

ABLE INFORM
Macro International
8455 Colesville Road, Suite 935
Silver Spring, MD 20910
✓ (301) 588-9284, (800) 227-0216

Center for Computer Assistance to the Disabled (C-CAD)
1950 Stemmons Freeway, Suite 4041
Dallas, TX 75207-3109
✓ (214) 746-4217, BBS # (817) 429-5327

CompuServe
5000 Arlington Center Boulevard
P.O. Box 20212
Columbus, OH 43220
✓ (800) 818-8199 or (614) 457-8600

CONFER
Advertel Communication Systems, Inc.
2067 Ascot
Ann Arbor, MI 48103-6101
✓ (313) 665-2612

CUSSNet (Computer Use in Social Services Network)
School of Social Work
University of Texas at Arlington
UTA Box 19129
Arlington, TX 76019
✓ (817) 273-3964

Disabilities Electronic Network
171 Atlantic Street
Hackensack, NJ 07601
✓ (201) 342-6984 (Voice), BBS# (201) 342-3273

EdLINC
Linc Associates
P.O. Box 14325
Columbus, OH 43214
✓ (614) 793-0021

IBM/Special Need Exchange
LINC Resources, Inc.
P.O. Box 18707
Washington, DC 20036
✓ (703) 439-1492

Job Accommodation Network (JAN)
West Virginia University
918 Chestnut Ridge Road, Suite 1
P.O. Box 6080
Morgantown, WV 26506-6080
✓ (304) 293-7286, (800) 526-7234

National Special Education Alliance (NSEA)
2095 Rose Street
Berkeley, CA 94709
✓ (415) 540-5676

SERIES Computer Network
Center on Human Development
University of Oregon
Eugene, OR 97403
✓ (503) 346-2643

Special Net
National Systems Management
2021 K Street NW, Suite 315
Washington, DC 20006
✓ (202) 822-7933

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T.R.E.B.B.S.
Technology Resources for Education Center
Maywood School
1979 Central Avenue
Albany, NY 12205
✔ (518) 456-9290 (Voice), (518) 456-9289 (BBS)

VocServe
National Center for Research in Vocational Education
(NCRVE)
University of California-Berkeley
1995 University Avenue, Suite 375
Berkeley, CA 94704-1058
✔ (800) 762-4093

(This is a partial listing. No endorsement intended.)

DISABILITY-RELATED DATA BASES

Accent on Information
P.O. Box 700
Bloomington, IL 61702
✓ (309) 378-2961

Access-Ability, Dayspring Associates, Inc.
2111 Foley Road
Haver de Grace, MD 21078
✓ (301) 939-5900

Adaptive Device Locator System
Academic Software, Inc.
331 West Second Street
Lexington, KY 40507
✓ (606) 233-2332

CompuHelp
National Association of Blind & Visually Impaired Computer Users, Inc.
P.O. Box 1352
Roseville, CA 95661-1352
✓ (916) 783-0364 (Voice) or (916) 786-3923 (BBS)

CompuPlay Database
National Lekotek Center
2100 Ridge Avenue
Evanston, IL 60201-2796
✓ (708) 328-0001

CTG Solutions, Closing The Gap, Inc.
P.O. Box 68
Henderson, MN 56044
✓ (612) 248-3294

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Developmental Disabilities Technology Library
Association for Retarded Citizens of the United States
2501 Avenue J
Arlington, TX 76006
✓ (817) 649-2857

ERIC Clearinghouse on Disabilities and Gifted Education
Council for Exceptional Children
1920 Association Drive
Reston, VA 22091-1589
✓ (703) 264-9474

Hyper-ABLEDATA
Trace R&D Center
Waisman Center
University of Wisconsin - Madison
1500 Highland Avenue
Madison, WI 53705-2280
✓ (608) 262-6966

National Information System
Center for Developmental Disabilities
University of South Carolina
Columbia, SC 29208
✓ (803) 777-4435, (800) 922-9234

National Technology Database
American Foundation for the Blind
National Technology Center
15 West 16th Street
New York, NY 10011
✓ (718) 620-2080 or (800) AFB - LIND

REHABDATA
National Rehabilitation Information Center (NARIC)
Macro International
8455 Colesville Road, Suite 935
Silver Spring, MD 20910
✓ (301) 588-9284, (800) 346-2742

RESNA Service Delivery Database
Trace R&D Center
Waisman Center
University of Wisconsin - Madison
1500 Highland Avenue
Madison, WI 53705-2280
✔ (608) 262-6966

(This is a partial listing. No endorsements intended.)

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SPECIAL EDUCATION, TRAINING, AND RESOURCE CENTERS IN NEW YORK STATE TRAINING NETWORK

Special Education Training and Resource Centers, (SETRC's), are located at each BOCES and provide educational materials and staff development opportunities to New York State educators who work with students with disabilities. Programs are also provided to the parents of students with disabilities.

OFFICE for SPECIAL EDUCATION SERVICES
New York State Education Department
Albany, NY 12234
✔ Phone (518) 483-2878

Albany-Schoharie-Schenectady BOCES SETRC
Maywood School - 1979 Central Avenue
Albany, NY 12205
✔ (518) 456-9069

Broome-Delaware-Tioga BOCES SETRC
435 Upper Glenwood Road
Binghamton, NY 13905-1699
✔ (607) 729-9301, Ext. 362 and 303

Buffalo City SETRC
School #75 - 99 Monroe Street
Buffalo, NY 14206
✔ (716) 851-3819 or 851-3844

Cattaraugus-Allegany-Erie-Wyoming BOCES SETRC
1825 Windfall Road
Olean, NY 14760
✔ (716) 372-8293, Ext. 224

Cayuga-Onondaga BOCES SETRC
5890 South Street Road
Auburn, NY 13021
✓ (315) 253-0361

Clinton-Essex-Warren-Washington BOCES SETRC
Box 455
Plattsburgh, NY 12901
✓ (518) 561-0900, Ext. 216

Delaware-Chenango SETRC
10 North Canal Street
Greene, NY 13778
✓ (607) 656-4105

Dutchess BOCES SETRC
350 Dutchess Turnpike
Poughkeepsie, NY 12603
✓ (914) 473-1190, Ext. 3030
✓ (315) 785-9137

Erie I BOCES SETRC
1050 Maryvale Drive
Cheektowaga, NY 14225
✓ (716) 631-2894

Erie 2-Chautauqua-Cattaraugus BOCES SETRC
9520 Fredonia Stockton Road
Fredonia, NY 14063
✓ (716) 672-4371, Ext. 337 or 275
✓ 1-800-344-9611

Franklin-Essex-Hamilton BOCES SETRC
North Franklin Educational Center
52 State Street
Malone, NY 12953
✓ (518) 483-1390

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Genesee-Wyoming-Livingston-Steuben BOCES SETRC
8250 State Street Road
Batavia, NY 14020
✔ (716) 344-7738

Hamilton-Fulton-Montgomery BOCES SETRC
Fulton-Montgomery Community College
Route 67 - Room L-210
Johnstown, NY 12095
✔ (518) 762-7754

Herkimer-Fulton-Hamilton-Otsego BOCES SETRC
400 Gros Boulevard
Herkimer, NY 13350-1499
✔ (315) 867-2082

Jefferson-Lewis-Hamilton-Herkimer-Oneida BOCES SETRC
Arsenal Street Road
Watertown, NY 13601
✔ 1-800-544-3645

Madison-Oneida BOCES SETRC
Spring Road
Verona, NY 13478
✔ (315) 363-8000

Monroe I BOCES SETRC
119-S South Avenue
Webster, NY 14580
✔ (716) 265-4030

Monroe II-Orleans BOCES SETRC
3599 Big Ridge Road
Spencerport, NY 14559
✔ (716) 352-2443

Nassau County BOCES SETRC
Rosemary Kennedy Center
2850 North Jerusalem Road
Wantagh, NY 11793
✔ (516) 781-4044, Ext. 270-1-2

New York City SETRC
NYS Board of Education
110 Livingston Street - Room 424
Brooklyn, NY 11201
✔ (718) 935-4267

NYC SETRC - Manhattan High School Office
122 Amsterdam Avenue - Room 330
New York, NY 10023
✔ (212) 496-0440

NYC Region I SETRC
280 Broadway - Room 324
New York, NY 10007
✔ (212) 233-6900

NYC Region II SETRC
Edward R. Byrne School
2750 Lafayette Avenue - Room 304
Bronx, NY 10465
✔ (212) 892-5527

NYC Region III SETRC
360 36th Street
Brooklyn, NY 11232
✔ (718) 965-4800, Ext. 53

NYC Region IV SETRC - P.S. 199
1110 Elm Avenue
Brooklyn, NY 11230
✔ (718) 645-8515

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NYC Region V SETRC
Queens Regional
29-76 Northern Boulevard
Long Island City, NY 11101
✔ (718) 472-7800

Basis High School Superintendent Office
1171 65th Street
Brooklyn, NY 11219
✔ (718) 236-5455, Ext. 43

Brooklyn High School
Superintendent Office - Room 200
1600 Avenue L
Brooklyn, NY 11230
✔ (718) 338-9703, Ext. 660

Bronx Superintendent Office
Room 122
3000 E. Tremont Avenue
Bronx, NY 10461
✔ (212) 892-9926

Queens High School Superintendent Office
Newtown Annex High School
105-25 Horace Harding Expressway
Corona, NY 11368
✔ (718) 592-4496

New York City SETRC
Region VI - PS 31
55 Layton Avenue
Staten Island, NY 10301
✔ (718) 727-9355, Ext. 33

New York City SETRC
UFT -- Special Education Support Program
260 Park Avenue South
New York City, NY 10010
✔ (212) 260-7679

New York City SETRC
Alternative High Schools and Programs
351 W 18th Street - Room 136
New York, NY 10011
✔ (212) 206-0570

Oneida-Herkimer-Madison BOCES SETRC
Box 70 -- Middle Settlement Road
New Hartford, NY 13413
✔ (315) 793-8614 or 793-8686

Onondaga-Cortland-Madison BOCES SETRC
PO Box 4774
Syracuse, NY 13221
✔ (315) 433-2645

Ontario-Seneca-Yates-Cayuga-Wayne BOCES SETRC
Clifton Springs Education Center
36 South Street
Clifton Springs, NY 14432
✔ (315) 462-5056

Orange-Ulster BOCES SETRC
RD #2 Gibson Road
Goshen, NY 10924
✔ (914) 294-5431, Ext. 284

Orleans-Niagara BOCES SETRC
Kenan Site -- 195 Beattie Avenue
Lockport, NY 14094
✔ (716) 439-4328 or 4329

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Oswego BOCES SETRC
County Route 64
Mexico, NY 13114
✔ (315) 963-4320

Otsego-Northern Catskills BOCES SETRC
Rexmere Park
Stamford, NY 12167
✔ (607) 652-7531, Ext. 240

Putnam No. Westchester BOCES SETRC
200 BOCES Drive
Yorktown Heights, NY 10598
✔ (914) 245-2700, Ext. 288

Rensselaer-Columbia-Greene BOCES SETRC
1550 Schuurman Road
Castleton, NY 12033
✔ (518) 732-4474

Rochester City SETRC
Central Administrative Offices
131 West Broad Street
Rochester, NY 14614
✔ (716) 262-8710 or 262-8711

Rockland BOCES SETRC
BOCES Media Center
Railroad Avenue School
One Cosgrove Avenue
West Haverstraw, NY 10993
✔ (914) 429-1090

St. Lawrence-Lewis BOCES SETRC
Northeast Campus - PO Box 330
Norwood, NY 13668
✔ (315) 353-6684

Saratoga-Warren BOCES SETRC
Myers Education Center
Henning Road
Saratoga Springs, NY 12866
✓ (518) 584-3239, Ext. 286

Schuyler-Chemung-Tioga BOCES SETRC
Instructional Support Center
431 Philo Road
Elmira, NY 14903
✓ (607) 739-3581, Ext. 455

Steuben-Allegany BOCES SETRC
6666 Babcock-Hollow Road
Bath, NY 14810
✓ (607) 776-7631

Suffolk 2 BOCES SETRC
School Services Center
Winganhauppauge Road
Islip, NY 11751
✓ (516) 277-7403

Sullivan BOCES SETRC
85 Ferndale-Loomis Road
Liberty, NY 12754
✓ (914) 282-0082

Syracuse City SETRC
Teacher Center
501 Park Street
Syracuse, NY 13203
✓ (315) 435-4685

Tompkins-Seneca-Tioga BOCES SETRC
555 South Warren Road
Ithaca, NY 14850
✓ (607) 257-1551, Ext. 276

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Ulster BOCES SETRC
175 Route 32 North
New Paltz, NY 12561
✔ (914) 255-1042

Washington-Warren-Hamilton-Essex BOCES SETRC
Dix Avenue
Southern Adirondack Education Center
Hudson Falls, NY 12839
✔ (518) 793-7721, Ext. 219

Westchester 2 BOCES SETRC
Instructional Services Department
2 Westchester Plaza
Elmsford, NY 10523
✔ (914) 345-8500

Yonkers City SETRC
Administrative Annex
John Burroughs Junior High School
150 Rockland Avenue - Room 4031
Yonkers, NY 10710
✔ (914) 376-8208, Ext. 245

SCHOOL-TO-WORK STAFF DEVELOPMENT SITES

The following "experts" have been identified as knowledgeable in issues regarding School-to-Work and its relationship to transitional services for students with disabilities. Information is also available from area SETRC trainers (Special Education Training and Resource Center.)

Long Island Region (Nassau, Suffolk)
New York City Region (Bronx, Kings, New York, Queens, Richmond)

Contact Staff: Brian McIlvain (516) 286-6577
John Volonts (516) 386-6755

Address: John Volonts
Long Island Transition Coordination Site
BOCES Suffolk 2
350 Martha Avenue
Bellport, NY 11713

Hudson Valley Region (Albany, Columbia, Dutchess, Greene, Orange, Putnam, Rensselaer, Rockland, Schenectady, Schoharie, Sullivan, Ulster, Westchester)

Southern Tier Region (Broome, Chemung, Chenango, Delaware, Otsego, Schuyler, Steuben, Tioga, Tompkins)

Contact Staff: Kerry McKenna (914) 949-9331

Address: Kerry McKenna, Facilitator
Hudson Valley Transition Coordination Site
BOCES Southern Westchester
Rye Lake Campus/Bldg. G
1606 Old Orchard Street
White Plains, NY 10604

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Central Region (Cayuga, Cortland, Fulton, LoweR Herkimer, Madison, Montgomery, Oneida, Onondaga, Oswego)
Northern Region (Clinton, Essex, Franklin, Fulton, Hamilton, Upper Herkimer, Jefferson, Lewis, Saratoga, Warren, Washington, St. Lawrence)

Contact Person: Eric Bright (315) 353-6687

Address: Eric Bright
BOCES St. Lawrence-Lewis
Special Education Office
P.O. Box 330
Norwood, NY 13668

Buffalo Region (Allegany, Cattaraugus, Chautauqua, Erie, Genessee, Erie,Genesee, Niagara, Orleans, Wyoming)
Rochester Region (Livingston, Monroe, Ontaio, Seneca, Wayne, Yates)

Contact Person: Therese Zona (716) 377-4660, Ext. 273

Address: Therese Zona
Regional Coordinator for Transition Services
BOCES Monroe I
41 O'Connor Road
Fairport, NY 14450

NEW YORK'S
35 INDEPENDENT LIVING CENTERS

Independent Living Centers (ILC's), are managed by and provide services to persons with disabilities. They provide information and referral assistance, support, and training to people with disabilities, and/or their families, who wish to achieve or augment their access to community resources and independent living options.

Albany Center
Capital District Center for Independence
West Mall Office
845 Central Avenue
Albany, New York 12206
✔ Phone/TTY: 518/459-6422
✔ Fax: 518/459-7847

Amsterdam Center
Independent Living Center of Amsterdam
12 Chestnut Street
Amsterdam, New York 12010
✔ Phone: 518/842-3561
✔ TTY: 518/842-3593
✔ Fax: 518/842-0905

Auburn Center
Options for Independence
75 Genesee Street
Auburn, New York 13021
✔ Phone/TTY: 315/255-3447

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Batavia Center
Batavia Center for Independent Living
61 Swan Street
Batavia, New York 14020
✔ Phone/TTY: 716/343-4524
✔ Fax: 716/343-6656

Binghamton Center
Southern Tier Independence Center
107 Chenango Street
Binghamton, New York 13901
✔ Phone/TTY: 607/724-2111
✔ Fax: 607/722-5646

Bronx Center
Bronx Independent Living Services
3525 Decatur Avenue
Bronx, New York 10467
✔ Phone: 212/515-2800
✔ TTY: 212/515-2803
✔ Fax: 212/515-2844

Brooklyn Center
Brooklyn Center for Independence of the Disabled
2044 Ocean Avenue
Brooklyn, New York 11230
✔ Phone: 718/998-3000
✔ TTY: 718/998-7406
✔ Fax: 718/998-3743

Buffalo Center
Western New York Independent Living Center
3108 Main Street
Buffalo, New York 14214
✔ Phone: 716/836-0822
✔ Fax: 716/835-3967

Corning Center
Access to Independence and Mobility
271 East First Street
Corning, New York 14830
- ✓ Phone/TTY: 607/962-8225
- ✓ Fax: 607/937-5125

Delaware Center
Catskill Center for Independence
P.O. Box 1247, Rt. 23 Southside
Oneonta, New York 13820
- ✓ Phone/TTY: 607/432-8000
- ✓ Fax: 607/432-6907

Glens Falls Center
Glens Falls Independent Living Center
P.O. Box 453
Glens Falls, New York 12801
- ✓ Phone: 518/792-3537
- ✓ TTY: 518/792-0505
- ✓ Fax: 518/792-0979

Harlem Center
Harlem Hospital Center
Dept. of Rehabilitation Medicine
MLK-3rd Floor
506 Lenox Avenue
New York, New York 10037
- ✓ Phone: 212/939-1000

Independent Living Center of the Hudson Valley
Troy Atrium
Broadway & 4th Street
Troy, New York 12180
- ✓ Phone: 518/274-0701
- ✓ TTY: 518/274-0216

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Ithaca Center
Finger Lakes Independence Center
609 West Clinton Street
Clinton West Plaza, Suite 112
Ithaca, New York 14850
✔ Phone/TTY; 607/272-2433
✔ Fax: 607/272-0902

Jamestown Center
Southwestern Independent Living Center
878 North Main Street
Jamestown, New York 14701
✔ Phone: 716/661-3010
✔ TTY: 716/661-3012

Kingston Center
Resource Center for Accessible Living
602 Albany Avenue
Kingston, New York 12401
✔ Phone: 914/331-0541
✔ TTY: 914/331-8680
✔ Fax: 914/331-2076

Long Island Center
Long Island Center for Independent Living
3601 Hempstead Turnpike
Suite 312
Levittown, New York 11756
✔ Phone: 516/796-0144
✔ TTY: 516/796-0135
✔ Fax: 516/796-0529

Manhattan Center
Center for Independence of the Disabled in New York
841 Broadway, Suite 205
New York, New York 10003
✓ Phone/TTY: 212/674-2300
✓ Fax: 212/254-5953

Massena Center
Independent Living Center
One North Main Street
Massena, New York 13662
✓ Phone/TTY: 315/764-9442

Middletown Center
Western Orange Co. Center for Independent Living
R.D. #1, Box 144c, Route 6
Slate Hill, New York 10973
✓ Phone: 914/355-2030
✓ TTY: 914/355-2060
✓ Fax: 914/355-7415

Newburgh Center
Eastern Orange Co. Center for Independent Living
5 Washington Terrace
Newburgh, New York 12550
✓ Phone: 914/565-1162

Niagara Falls Center
Niagara Frontier Center for Independent Living
1522 Main Street
Niagara Falls, New York 14305
✓ Phone/TTY: 716/284-2452

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✓ Fax: 716/284-0829

Olean Center
Directions in Independent Living
180 North Union Street
Olean, New York 14760
✓ Phone/TTY: 716/373-4602

Plattsburgh Center
North Country Center for Independence
159 Margaret Street, Suite 202
Plattsburgh, New York 12901
✓ Phone/TTY: 518/563-9058
✓ Fax: 518/563-0292

Poughkeepsie Center
Taconic Resources for Independence
80 Washington Street
Poughkeepsie, New York 12601
✓ Phone: 914/452-3913
✓ TTY: 914/485-8110
✓ Fax: 914/485-3196

Queens Center
Queens Independent Living Center
140-40 Queens Boulevard
Jamaica, New York 11435
✓ Phone: 718/658-2526
✓ TTY: 718/658-4720
✓ Fax: 718/658-5295

Rochester Center
Rochester Center for Independent Living
758 South Avenue
Rochester, New York 14620

✔ Phone/TTY: 716/442-6470
✔ Fax: 716/271-8558
Rockland Center
Rockland Independent Living Center
235 N. Main Street
Suite 13
Spring Valley, New York 10977
✔ Phone: 914/426-0707
✔ TTY: 914/426-1180
✔ Fax: 914/426-0989

Staten Island Center
Staten Island Center for Independent Living
470 Castleton Avenue
Staten Island, New York 10301
✔ Phone: 718/720-9016
✔ TTY: 718/720-9870

Suffolk Center
Self Initiated Living Options
3241 Route 112
Building 7, Suite 2
Medford, New York 11763-1411
✔ Phone: 516/698-1310
✔ TTY: 516/698-1392
✔ Fax: 516/698-1367

Syracuse Center
ARISE
501 E. Fayette Street
Syracuse, New York 13202
✔ Phone/TTY: 315/472-3171
✔ Fax: 315/472-9252

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Utica Center
Resource Center for Independent Living
409 Columbia Street
Utica, New York 13502
✔ Phone: 315/797-4642
✔ TTY: 315/797-5837
✔ Fax: 315/797-4747

Watertown Center
Northern Regional Center for Independent Living
Woolworth Building, Suite 400
Watertown, New York 13601
✔ Phone/TTY: 315/785-8703
✔ Fax: 315/785-8612

White Plains Center
Westchester Independent Living Center
297 Knollwood Road
White Plains, New York 10607
✔ Phone: 914/682-3926
✔ TTY: 914/682-0926
✔ Fax: 914/682-8518

Yonkers Center
Westchester Disabled on the Move
984 North Broadway
Suite L-01
Yonkers, New York 10701
✔ Phone/TTY: 914/968-4717
✔ Fax: 914/968-6137

CLIENT ASSISTANCE PROGRAM
LIST OF REGIONAL OFFICES

The Client Assistance Programs (CAP's), are designed to assist applicants and clients of vocational rehabilitation (VESID) or Commission for the Blind (CBVH) services. They help expedite services, resolve conflicts, and assist with the appeals process.

Central New York Region

Resource Center for Independent Living, Inc.
409 Columbia Street
Utica, NY 13502
✓ (315) 797-4642
✓ (315) 797-4747 - FAX

Legal Aid Society of Mid-New York, Inc.
255 Genesee Street, 2nd Floor
Utica, NY 13501
✓ (315) 732-2131
✓ (315) 732-3202 - FAX

Hudson Valley Region

Capital District Center for Independence, Inc.
845 Central Avenue, South #3
Albany, NY 12206
✓ (518) 459-6422
✓ (518) 459-7847 - FAX

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Westchester Independent Living Center
297 Knollwood Road
White Plains, NY 10607
✓ (914) 682-3926
✓ (914) 682-8518 - FAX

Long Island Region

Long Island Advocacy Center, Inc.
Herricks Community Center
999 Herricks Road
New Hyde Park, NY 11040
✓ (516) 248-2222
✓ (516) 248-2290 - FAX

Long Island Advocacy Center, Inc.
(Satellite office)
490 Wheeler Road, Suite 165 C
Happauge, NY 11788
✓ (516) 234-0467
✓ (516) 234-4069 - FAX

New York City Region

Brooklyn Center for the Independence of the Disabled, Inc.
2044 Ocean Avenue, Suite B-3
Brooklyn, NY 11230
✓ (718) 998-3000
✓ (718) 998-3743 - FAX

Center for Independence of the Disabled in New York, Inc.
841 Broadway, Suite 205
New York, NY 10003
✓ (212) 674-2300
✓ (212) 254-5953 - FAX

New York Lawyers for the Public Interest, Inc.
30 West 21st Street, 9th Floor
New York, NY 10010-6905
✓ (212) 727-2270
✓ (212) 727-2996 - FAX

Western New York Region

Rochester Center for Independent Living, Inc.
758 South Avenue
Rochester, NY 14620
✓ (716) 442-6470
✓ (716) 271-8558 - FAX

Neighborhood Legal Services, Inc.
495 Ellicott Square Building
Buffalo, NY 14203
✓ (716) 847-0650
✓ (716) 847-0227 - FAX

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NEW YORK STATE OFFICES OF SERVICES FOR STUDENTS WITH DISABILITIES

Nancy Belowich-Negron
SUNY Campus Center 137
1400 Washington Ave.
Albany, NY 12222

Barbara Jean Fairbairn
Engineering Building
SU at Binghamton
Binghamton, NY 13901

Toby Bloom Schoellkopf
SU at Buffalo
272 Capen Hall
Buffalo, NY 14260

Monica Roth
SU at Stony Brook
133 Humanities Building
Stony Brook, NY 11794-5328

Leslie Rogowsky
HSC at Brooklyn
450 Clarkson Ave.
Brooklyn, NY 11203

Lorraine H. Terracina
CAB/HSC at Syracuse
750 East Adams Street
Room 310
Syracuse, NY 13210

Karen A. Phelps
Handicapped Student Services
SUC at Brockport
Brockport, NY 14420

Marianne Savino
SUC Buffalo
Room 210, Twin Rise S
1300 Elmwood Ave.
Buffalo, NY 14222

Sheila Dai
SUC at Cortland
Counseling Center
Cortland, NY 13045

Martin Thorsland
Empire State College
2 Union Ave.
Saratoga, NY 12866

Timothy Murphy
SUC at Fredonia
Thompson Hall, Room E-319
Fredonia, NY 14063

William Caren
Student Services
SUC at Geneseo
Geneseo, NY 14454

Beverly Lavergneau
SUC at New Paltz
Student Union Building
New Paltz, NY 12561

Phyllis French
SUC at Old Westbury
Campus Center
Old Westbury, NY 11568

Lynn Mayer
Disabled Student Services
SUC at Oneonta
Oneonta, NY 13820

Kathleen Evans
SUC at Oswego
Student Advisement Center
Oswego, NY 13126

Michelle C. Little
Special Services Project
Angell Center 110
Plattsburgh, NY 12901

Margaret M. Bain
Special Services
SUC at Potsdam
Potsdam, NY 13676

Laura A. Wankel
SUC at Purchase
Campus Center South
Purchase, NY 10577

Thomas O. Slocum
SUNY College of Environmental
Science and Forestry
Syracuse, NY 13210

Michael F. Haines
SU Maritime College
Fort Schuyler
Bronx, NY 10465

Douglas Schading
SUC of Optometry
100 East 24th Street
New York, NY 10010

Mary Brown-Depass
SUCT at Utica/Rome
Box 3050
Marcy Campus
Utica, NY 13504

Kathryn Fosegan
Disabled Student Program
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The Career Options Resource Center provides resource materials to support the work of educators and workforce development professionals in New York State by:

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- child care
- cooperative learning
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- employment & training
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- nontraditional training
- parenting/families
- pregnant/parenting teens
- school-to-work transition
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- single parents
- women & disability
- women's history
- women in management

◆ **Developing and publishing resource materials,** including topical information packets, reports, and posters and classroom teaching aids. These free or inexpensive publications are publicized in the **VOICE** newsletter and disseminated to interested persons upon request.

Please direct all correspondence to:

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A BETTER WAY: VIDEO TRAINING SERIES - SECONDARY AND POST SECONDARY
Color, 25 minutes ea., 1/2" video (VHS)
Colorado State University (1986)
Level: Educators; One tape concentrates on secondary and one on postsecondary

Sensitive interviews with secondary students, dislocated workers, JTPA clients, displaced homemakers, parents and LEP students describe barriers faced, help needed, and benefits received from quality programs. Also includes comments by a variety of educators about working with special needs and nontraditional students. Guidebooks accompany tapes.

DON'T GO TO YOUR ROOM . . . AND OTHER AFFIRMATIONS OF EMPOWERMENT FOR WOMEN WITH DISABILITIES
Color, 60 minutes, 1/2" video (VHS)
Women's Education Equity Act Program (1988)
Level: High school, adults, social work classes, counselors

This video focuses on the empowerment of women with disabilities, highlighting women from various professional, academic and technical careers. Shows the broad spectrum of family and community relationships in which these women participate.

DISABLED WOMEN IN TRANSITION (5 Parts on one tape)

Color, 20 minutes each, 1/2" video (VHS)
University of Rochester, Adult Counseling Center (1984)
Level: Adults

Disabled women in transition must often be able to compete and prove themselves in a society where their extraordinary courage and ability to survive are not generally recognized or understood. Through spontaneous unrehearsed interviews they speak of their triumphs, tragedies and frustrations. Has user's guide.

DISCOVERING AN UNTAPPED WORK FORCE

Color, 13 minutes, 1/2" video (VHS)
Center on Education and Training for Employment (1988)
Level: Employers

Targeted to potential employees, this video features employment success stories as shared by workers with disabilities and their employers. Two sample public service announcements are also included.

IMPACT OF THE AMERICANS WITH DISABILITIES ACT ON ADULT EDUCATION: POLICY AND PRACTICE

Color, 1 1/2 hours, 1/2" video (VHS)
Western Illinois University (1993)
Level: Adults, administrators

This video is a teleconference on the impact of the ADA in Adult Education. It offers information and suggestions on complying with the ADA. Format used is panel presentation.

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LIVING WITH DISABILITIES

Color, 30 minutes, 1/2" video (VHS)
PBS (1992)
Level: Junior high, adult

Host Vidya Shaker spends a day in school with a teen who is confined to a wheelchair. A high school hoop star struggles to overcome an injury. Rap star Queen Latifah talks about treating people with respect.

MARY'S CHOICE

Color, 30 minutes, 1/2" video (VHS)
Developmental Disabilities Planning Council (1993)
Level: Teenagers, young adult

This video is a discussion of the importance of prenatal care and proper nutrition and how drugs, smoking, etc. effect the development of the fetus. It provides an opportunity to discuss the effectiveness of the prevention efforts in our families, in our schools, and in our communities by raising awareness of the responsibilities of the individual, the family and the community in the prevention of drug use, pregnancy and developmental disabilities. Has guide. (Available in English and Spanish)

OPEN FOR BUSINESS: (AUDIO DESCRIPTIVE AND CLOSED CAPTION)

Color, 15 minutes, 30 minutes, 1/2" video (VHS)
DREDF (1992)
Level: Adults

An award-winning film that depicts the disability and business communities working together in one small town to remove architectural barriers, when readily achievable, as required by the Americans with Disabilities Act.

PART OF THE TEAM
Color, 17 minutes, 1/2" video (VHS)
National Easter Seals Society (1990)
Level: Managers, administrators

Designed for employers of all sizes, rehabilitation organizations and all other concerned with the employment of people with disabilities. It addresses managers' questions about supervising people with disabilities and can be used as a discussion/team building tool for employees with and without disabilities. The video recognizes people with disabilities as strong contenders for almost any job - from running heavy machinery to running an international corporation.

POSITIVE IMAGES
Color, 58 minutes, 1/2" video (VHS)
Women Make Movies (1989)
Level: Junior high, senior high, adults

This video tells the story of three women -- their work, their politics, their loves. Nearly one in five Americans is disabled. It is the one minority group that anyone can join at any time. This video is designed to provide positive realistic pictures of the lives of women with disabilities and the social, economic, and political issues they face.

SCIENCE ABLED: RETURN ON EQUITY
Color, 30 minutes, 1/2" video (VHS)
Agency for Instructional Technology (1989)
Level: Employers, supervisors

This video program is for employers of people with disabilities. Interviews scientists with disabilities and their employers. Has guide.

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SCIENCE ABLED: GOOD MINDS AT WORK

Color, 40 minutes, 1/2 " video (VHS)
Agency for Instructional Technology (1989)
Level: Junior high, senior high, counselors, teachers, adults

A video program in career development for junior high, high school, and adult students with physical disabilities, and their parents, teachers, and guidance counselors. Has guide.

TELL THEM I'M A MERMAID

Color, 28 minutes, 1/2" video (VHS)
Films Incorporated (1983)
Level: Senior high, adults

Sensitive, honest and humorous, this film interviews a group of women with various disabilities. Topics include stereotypes, families, relationships and marriage. Emphasizes the importance of developing independence to live as fully as possible.

TURNING POINTS

Color, 34 minutes, 16mm film & 1/2" video (VHS)
Perspective Films (1979)
Level: College students, adults

Profiles of three adult women returning to school: a single parent on welfare with a three-year-old son; a mother of three whose husband is a police officer with a disability; and a married woman with five children who works evenings in a department store. Has a user's guide.

A WAITING WORKFORCE: READY, WILLING AND DISABLED

Color, 25 minutes, 1/2" video (VHS)
Center on Education and Training for Employment (1988)
Level: School and agency personnel, employers, and parents

Explores the benefits of helping students with disabilities make the transition from school to employment.